1955

Brethren Education in the Southeast

Paul Haynes Bowman

Brethren Education
in the
Southeast

An Account of the Educational Endeavors
among the Brethren People in the
Southeastern Region 1857-1955

PAUL HAYNES BOWMAN

In Commemoration of the Seventy-fifth
Anniversary of the founding of
Bridgewater College

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"Be ye transformed by the renewal of your mind, that you may prove what is the will of God, what is good and acceptable and perfect."—St. Paul

DEDICATION

To the generations of students who have loved the "walls and storied halls" of these schools and colleges; and to the teachers, the trustees, and the benefactors who have given us men and women to "match our mountains," this volume is affectionately dedicated.

FOREWORD

To write a history of the educational philosophy, activity, and progress among the Brethren of the southeastern portion of our nation during the past one hundred years is indeed an undertaking. Yet this is what the author of this volume has succeeded in doing. With painstaking research, clarity of interpretation, and beauty of expression he has traced the efforts of the Brethren to found preparatory schools and colleges from Maryland to Alabama, and has shown the contribution of each institution to the broad educational movement of this denomination. He has followed the course of each educational stream and has shown how they all finally culminated in the one Church of the Brethren institution now existing in the Southeast, Bridgewater College.

In portraying the history of the several institutions, the author has succeeded admirably in weaving into the chronology of events something of the spirit, the aspirations, the difficulties, and the philosophy of life of the founding fathers. They were men of vision far ahead of their day and were possessed with a burning desire to provide for the youth of their Church and community the opportunity for an education under Christian influences. In most cases the schools founded by the Brethren stimulated sentiment for public education in that area and provided many teachers for the emerging public school system.

The founders were not only men of thought but men of action, who could translate their educational ideas into buildings, faculties, student bodies, endowments, and a

growing body of alumni. Serving in a time when sentiment for higher education was low or just emerging, they were virtually educational heroes, often piloting their institutions through troubled waters, with inadequate support, meager facilities, and few well-trained teachers; but they moved ahead with a profound faith in their cause and a supreme devotion to the denomination which gave the institutions their inception.

After portraying clearly the history of Daleville and Blue Ridge colleges, and recounting the significant contribution each made to the area it served, the author shows how these institutions were merged with Bridgewater College. Their graduates became alumni and alumnae of Bridgewater, most of the assets were conserved for higher education in the region, and the church constituency was greatly enlarged. The merging of these three institutions into one required a masterful piece of statesmanship on the part of those who led, and it is a tribute to the Brethren of the region that this was done in a wholesome Christian spirit.

The author, Paul H. Bowman, is peculiarly fitted for his task, having served the educational interests of the Brethren of the region in an administrative capacity longer than any other person. Mr. Bowman is a native of Tennessee, the son of Samuel Joseph and Sue Virginia Bowman. He grew up under fine Christian influences in his home and community, early acquiring a deep consecration to the Church. Upon his call to the ministry at the age of twenty, he became possessed with a desire to prepare himself to serve the ministerial and educational interests of his Church in the largest possible way. After receiving the Bachelor of Arts degree from Bridgewater College in 1910, he entered Crozer Theological Seminary, Chester, Pennsylvania, graduating from Crozer with the Bachelor of Divinity degree in

1913 and from the University of Pennsylvania with the Master of Arts degree in sociology the same year.

Following his graduation from Crozer, the author continued as student pastor of the Bethany Church of the Brethren in Philadelphia for two years while satisfying residence requirements for the doctorate in sociology at the University of Pennsylvania. In 1915, he became president of Blue Ridge College, serving in that capacity for two years. In 1919 he accepted a call to the presidency of his Alma Mater, where he served ably for twenty-seven years until his retirement in 1946.

It would be difficult to recount the many contributions of Paul H. Bowman to Bridgewater College. During his long term as president, he greatly strengthened the faculty, the financial structure, and the academic standing of the College, having succeeded in getting the College accredited by the Southern Association of Colleges and Secondary Schools in 1925. Two very valuable additions were made to the plant through the erection of Cole Hall and Rebecca Hall. The constituency was greatly broadened and the relation of the College to the Church of the region was placed on a much firmer foundation.

President Paul Bowman has made for himself an imperishable record in the life of Bridgewater College, in the hearts of those associated with him on the faculty, and in the many students who profited by his wise instruction and counsel. During his presidency his interests and contributions extended far beyond the range of the College. He was active on numerous Church boards in the district and nationally, and served as moderator of the Church of the Brethren for three terms. He played a significant part in the organization of the Southeastern Region and in making this a vital and ongoing functional unit of the denomination.

The author has not only gathered with care the material for this history but has lived much of it himself. Thus he has been able to present the facts with a clarity and interpretation that could come only from an active participant in the movement. *Brethren Education in the Southeast* is indeed a fitting title for this volume. Since the various educational endeavors culminated in Bridgewater College, the main portion of the book is naturally taken up with this institution. The volume will be of great interest to alumni and alumnae of Blue Ridge, Daleville, and Bridgewater colleges, to members of the Church of the Brethren, and to many others who are interested in Christian higher education.

The author brings the history of Bridgewater College up to the present and shows how the institution is striving to meet contemporary needs and to carry on in the same faith and spirit displayed by the founding fathers and all those who have administered the affairs of the College during the past three quarters of a century. May it be said of those who serve our College in each generation, "They builded better than they knew."

—*Warren D. Bowman*

Bridgewater College
December 1955

ACKNOWLEDGEMENTS

It would have been simpler in writing this book to have treated each institution as a separate unit. It was agreed, however, that we were dealing with institutions interrelated in leadership and sharing in a common purpose, and hence representing an entity in education. An effort, therefore, has been made to reflect this fact in the general plan of the volume.

It is with gratitude and appreciation that I acknowledge the generous co-operation of all who have helped in various ways to make this project a reality. I desire especially to express my indebtedness to those whose services I consider invaluable.

The Advisory Committee, composed of John S. Flory, Charles C. Wright, J. M. Henry, John C. Myers, Mattie V. Glick, and Warren D. Bowman, gave time and thought to the general plan of the treatment. I must give special recognition to Miss Glick for her patience and constant helpfulness in the discovery of material related to the life and history of Bridgewater College.

Others who made significant contributions are: Edward C. Bixler, New Windsor, Maryland, who supplied valuable records and materials relating to the history of Blue Ridge College; Jonas G. Eller, Roanoke, Virginia, who made available a complete file of the Daleville College catalogs, preserved by the D. N. Eller family; Reuel B. Pritchett, White Pine, Tennessee, who granted access to his personal files, and donated several volumes of the *Daleville Leader,* the student literary magazine published by the students of

Daleville College in its early history; Agnes V. Kline, Bridgewater College, whose interest and assistance made available data of incalculable value from the College library; Clarence E. May, Bridgewater College, and Mrs. Frances Z. May, his wife, whose assistance in reading, correcting, and typing the manuscript was most helpful; and my sister, Miriam Bowman, Roanoke, Virginia, who offered many valuable suggestions as to form and style.

Note: All the schools considered in this volume were co-educational. In order to save space the word *alumni,* the masculine plural form, is used throughout the book in a broad sense to include both men and women.

—*Paul Haynes Bowman*

Timberville, Virginia
December 1955

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Part One

* * * * *

Education should be as gradual as the moonrise, perceptible not in progress but in result.—*George John Whyte-Mellville*

* * * * *

The human soul without education is like marble in the quarry.—*Joseph Addison*

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The people must possess both intelligence and virtue; intelligence to perceive what is right, and virtue to do what is right. Our republic, therefore, may justly be said to be founded on the intelligence and virtue of the people. —*Author Unknown*

Chapter I

"THEY BUILDED BETTER THAN THEY KNEW"

The story which shall here unfold is more than the history of an institution. It is the account of a movement in education which embraces segments of the nineteenth and twentieth centuries and is intertwined with the history of a religious body known as the Church of the Brethren.

The interest and patronage of the Brethren in the cause of education has been sporadic, limited, and paradoxical. They have, over long reaches of time, swung from the position of being ardent patrons of education to the other extreme of utter antagonism, and back again to a strong and progressive leadership in educational movements of great variety.

The early leaders among the Brethren were supporters of education and gave active leadership to important enterprises in colonial America. They also spread enlightenment among the colonists by means of the pulpit, the printing press, and a pioneering enterprise in the form of a Sunday afternoon meeting for the "unmarried" which antedated the modern Sunday-school movement by four decades.

This attitude toward education, however, was completely reversed during and following the Revolutionary War. Bishop D. L. Miller once interpreted this reversal in these words:

> It is sad to reflect that after the destruction of Saur's great printing plant at Germantown during the Revolutionary War, for more than a half century the Brethren gave but half-hearted support to education

and literary efforts. This may have been the resultant swing from scholastic ecclesiasticism from which the fathers suffered so much in Germany, and it went so far that they came to look upon higher education as a snare of the devil to entrap the humble followers of Christ and to lead them into pride and worldlyism.[1]

The religious persecution which they experienced during the Revolutionary War finally forced them out of Germantown and Philadelphia and away from centers of culture and education. After two generations of pioneer life and the seclusion and hardship which it imposed, their antagonism to education began to be reflected officially in the action of the "Yearly Meeting," which was their national assembly and their most authoritative body. In 1852 an item of business came to the meeting inquiring how the "Brethren considered the establishment of high schools and sending their children to the same." It was decided that "Brethren should be very cautious and mind not high things."[2] There was a finality in that decision which was stronger than the language implies, for it represented at that time the views of a vast majority of Brethren. But the passion for education among Brethren youth could not be arrested by the vote of delegates at a Yearly Meeting. The opinion, however, still prevailed in the older generation that the best place to teach "figgering and geography" was in the cornfield.

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The action of the Annual Meeting of 1858 indicated, however, a softening of opposition toward education and gave at least slight encouragement to some educational advance. Article five of that meeting proposed the question: "We desire to know whether the Lord has commanded us

[1] Quoted from *Literary Activity of the Brethren in the Eighteenth Century,* by John S. Flory, pages 4 and 5.
[2] *The Brethren Encyclopedia,* page 178.

to have a school besides our common schools, such as the one contemplated in the 'Gospel Visitor.'" The answer was: "We think we have no right to interfere with an individual enterprise, so long as there is no departure from gospel principles."[8] There is, of course, a vast difference between a policy of non-interference in education and one of outright support. But non-interference was at least a meager step forward. It opened the door for educationally minded persons to offer leadership and to present appeals for private support. Brethren schools, therefore, began to appear here and there as private enterprises, following that decision. One of the first of these experiments, as we shall see, was started near Broadway, Virginia, in 1859. More than thirty such beginnings, all on a private basis, were undertaken during the next forty years. Of these several beginnings in education, eight were in the area now known as the Southeastern Region.

It was inevitable that the personal element should have been a dominant factor in such a movement, and it is therefore impossible to divorce the history of the movement from the lives and personalities of men and of women who were devotees of education among the Brethren. The educational awakening which swept Brethren communities about the middle of the nineteenth century was inspired in the main by men like John Kline, James Quinter, S. Z. Sharp, Henry R. Holsinger, and the Moomaw and Brumbaugh brothers of Virginia and Pennsylvania. A later generation produced leaders such as Daniel C. Flory, T. C. Denton, D. N. Eller, I. N. H. Beahm, William M. Wine, Walter B. Yount, John S. Flory, Benjamin F. Nininger, and others who constitute a galaxy of leaders, teachers, and benefactors to the cause of education.

[8] *Ibid.*, page 178.

These early leaders subscribed to a philosophy of education which is amazingly clear and comprehensive. They envisaged purposes and objectives in education which after a hundred years are still sound and worthy and were eloquently expressed in the early documents of the movement.

The cause of education is advocated in the January issue of the *Gospel Visitor* of 1858 with rare clearness and vigor. After presenting some practical needs and certain criticisms of education, the writer, who signs as "C. A. H.," proceeds, "I admit that there is too much of this kind of education in the world. Then is it not our duty as a church, to try in humble dependence upon God, who is our great teacher, to remedy the evil by being up and doing? . . . May we not as a church increase our usefulness, by giving attention to the subject of proper education?"

The writer then raises the question, "What is proper education and when is it complete?" He continues: "Shall we say with Milton that education can only be considered complete and generous when it fits a man to perform justly, skillfully, and magnanimously all the offices, both private and public, of peace and war?" The writer considers Milton's concept of education inadequate and adds:

> That education can be deemed complete, and no other, which tends to prepare us for the scenes of both time and eternity—for all the duties of earth and for all the joys of heaven. The teacher who neglects the welfare of the soul, has left the grand, the important part of his duty unperformed. He has not redeemed his pledge. Nay! He has violated his trust and stands condemned in the sight of God.[4]

The same writer joins in the long controversy between science and religion in October of the same year when, with tempered insight, he writes:

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[4] The *Gospel Visitor*, January 1858, page 7.

> The times are changing; mind is more active. The allurements which appeal to the young are more refined. Beloved brethren, perhaps it is left for you to break down the wall which has been built between knowledge and devoutness, between the free and noble pursuits of science and the humble and obedient spirit of faith, and show that they may go hand in hand/together. . . . If there were nothing to extend the human mind in science, it would still deserve to be pursued for the testimony which it bears to the great truth on which religion builds its doctrines, its institutions, and its hopes—the ever-present, ever-working God.[5]

These words were written in the age of Herbert Spencer, Charles Darwin, Thomas Huxley, and other rising scientists, when the intellectual atmosphere was charged with excitement and bitterness between what were then considered the irreconcilable conclusions of science and the accepted truths of religion. The voice of this writer, whoever he was, must have reflected the views of James Quinter and Henry Kurtz, joint editors of the *Gospel Visitor,* and of other Brethren leaders who were then piloting their people out of the so-called dark ages of Brethren history.

* * * * *

The educational development among the Brethren in Ohio and Pennsylvania is beyond the scope of this inquiry, but it demands at least passing notice as a part of the same general movement. The *Gospel Visitor,* the forerunner of the present Brethren publication known as the *Gospel Messenger,* was itself a private enterprise and, as such, was not subject to the official control of any Brethren body. It enjoyed freedom of policy and was a very powerful instrument among the Brethren. Its columns became the channel for the infiltration of new ideas and for the discussion of new movements.

In the year 1856, James Quinter, writing for this pub-

[5] *Ibid.,* October 1858, page 313.

lication, said: "We think it is not only right that the church should encourage an institution in which our youth may acquire useful knowledge, but we think it is her duty . . . to encourage and build up such an institution."[6]

Articles appeared in the *Christian Family Companion* and in the *Pilgrim,* which were also private publications sponsored by Brethren. These promotional efforts resulted in a serious attempt to organize a school at Berlin, Pennsylvania, in 1874. The movement did not succeed, but it created interest and stimulated discussion among Brethren people throughout the country.

* * * * *

The awakening which was taking place in Pennsylvania could not be restrained. It spread to other communities and made an early appearance in Virginia. John Kline made an entry in his diary under date of Saturday, February 26, 1859, as follows: "Attend a meeting which was held today, to elect directors for the establishment of an academy to be known by the name 'Cedar Grove Seminary,' near my place. John J. Bowman, John Zigler, and Daniel Miller."[7] These directors were all of the Brethren faith. The enterprise was a spark from the fires already burning in other parts of the Brotherhood. The War Between the States soon broke upon the South, and this movement was set back nearly a half century. It was not until after the war and well down into the reconstruction period that the movement again began to take on new life.

Young men among the Brethren were being made ready for leadership in education. Daniel C. Flory, the future founder of Bridgewater College, and Walter B.

[6] Quoted from *The History of the Church of the Brethren in the Middle District of Pennsylvania,* page 297.

[7] Funk, Benjamin, *Life of John Kline,* page 409.

Yount, the future first president of the same institution, were students at the University of Virginia. Sentiment for education was being developed in many scattered communities and demands for school opportunity became more and more persistent, even though that sentiment represented a small minority. A school was now in progress at Huntingdon, Pennsylvania, and Daniel C. Flory, Bridgewater founder, was on the staff as an instructor. He is said to have remarked to an associate while teaching in the Huntingdon Normal School (Juniata College) in 1878-79: "The Huntingdon experiment looks like a good idea for Virginia." There were other men in Virginia who shared that point of view and the time for the Virginia experiment was near at hand.

The Brethren people of Virginia, and of Maryland, and of the states farther to the south, were closely knit together by the ties of blood and by bonds of faith and association. The advocates of education were fully aware of the opposition and seemingly did excellent groundwork in preparing for the launching of the movement in Virginia. In a letter preserved in the Spring Creek Normal School (Bridgewater College) catalog of 1883, John C. Moomaw, of Roanoke, speaking of the "institution of learning" which they were founding, said:

> It has been a long-felt need of many Brethren, and much encouragement has been given by our friends who are not members. But on account of the fears of many good and holy Brethren, whose love and fidelity to the church has the esteem of the brotherhood, the matter of building up such a school in Virginia was delayed until such time as it was thought safe to step forward, knowing at the same time that we must exercise great care and prudence in its organization and management. That feeling which prompted us in the beginning shall be our watchword all along our journey.[8]

The arguments in support of the movement were clear-

[8] Catalog of Spring Creek Normal School, 1883-84, page 14.

cut and were undoubtedly widely proclaimed. In the same connection as the preceding quotation, Mr. Moomaw states:

> One of the objects before us is to educate our children under circumstances that will favor not only a literary training, but above everything else a high moral and religious influence. . . . A literary training, embellished with high moral and religious culture fits men for the most responsible positions in human society, and gives to them the strength and sagacity necessary to elevate not only society, but to build up and protect the church and the government against the assaults of skeptics, infidels and traitors.[9]

A statement on the meaning of education has also been preserved in the Bridgewater catalog of 1885. The statement was prepared by Benjamin F. Moomaw, of Roanoke, and evidently reflected the concept of education which inspired the movement from the beginning. It was offered as the "line of policy intended to govern the teaching and management of the Virginia Normal." "True education," he says, "is to bring up, to lead out and train the mental powers, to inform and enlighten the understanding, to form and regulate principles and character, to prepare and fit for any calling or business in life. . . . The object of all true education," he continues, "is not so much to acquire a fund or stock of information as to develop to their utmost capacity and highest efficiency the thinking powers of the human mind. . . . Whilst the mind is being cultivated," he adds, "character must also be educated to an elevated plane of morality and of a true vital piety."[10]

The views of the Moomaw brothers were being supported and elaborated at the same time by leaders in the Shenandoah Valley. Daniel Hays, of Broadway, was saying: "The Virginia Normal is designed as a home and school where our Brethren and friends can place their children under a sound moral and religious influence,

[9] Catalog of Spring Creek Normal School, 1883-84, page 15.
[10] Catalog of Virginia Normal College, 1885-86, page 16.

where they can be safe and well cared for, and where they will at the same time be furnished with the means for acquiring a thorough and practical education."[11]

* * * * *

These, and other documents of the period, reflect the spirit and the objectives which inspired the Brethren in their educational endeavors in the latter half of the nineteenth century. They were interested fundamentally in religion and turned to education as an instrument of the Church for fulfilling its purposes in the world. They were in the tradition of Harvard and Yale universities, among our first American institutions of higher education, in their original loyalty to "Christ and the Church." They held to the idea of universal education and opened their schools to all who had a "thirst for knowledge." They subscribed to the practical values of education in an effort to prepare young people for "any calling in life." They stood for *quality* in education and proposed to offer advantages equal to those of the "best colleges of the country." They sought to relate education to the "good life" and the term among them was not without content. Goodness of life for them meant "the great principles of obedience to parents, fidelity to the church, industry, temperance, plainness, and economy."[12] They sought to apply the "open mind" to matters of opinion and incomplete scientific research, but on moral issues there was no place for suspended judgment. Truth and right were to them absolutes without quibbling or evasion. There was no "fiddling" as between honesty and stealing, or between truthfulness and lying. They subscribed to the conviction that religion and education are inseparable

[11] *Ibid.*, 1884-85, page 16.
[12] *Ibid.*, 1884-85, page 16.

allies and each yields its best fruitage in association with the other.

The men who led in these early Brethren enterprises were plain men, and, for the most part, unlettered. They had an abundance of hard sense. Education for them was no hollow sound. It was a movement which pointed toward the fulfillment of human destiny, and with faith in the Eternal God they embarked on a journey which, for them at least, led into uncharted seas.

It is appropriately said of them by an inscription on a bronze tablet in the halls of Bridgewater College: "They Builded Better Than They Knew."

Chapter II

PIONEERING IN EDUCATION

Prior to 1870 the State of Virginia provided no educational opportunity for her children. The only schools then in operation were called common schools; they were privately sponsored and crudely equipped, and the sessions were of short duration. There was no established curriculum except for the customary "three R's." Other studies were introduced according to student demand and the qualifications of the teacher. The system at least offered a degree of flexibility which was not without merit.

The action of the Yearly Meeting of the Brethren of 1857 upholding the right of individuals to promote education in conformity with "gospel principles" was the open door for which progressive spirits among them had waited. They recognized the need for better educational opportunity and for a stronger leadership in both state and Church. Their response to this need led to the establishment by them of nine schools in the South during the latter half of the nineteenth century. Five of these enterprises were in Virginia, two in Maryland, and two in Alabama. A tenth school was proposed and authorized in Tennessee but was never actually established.

Cedar Grove Academy

The pioneer effort in education among the Brethren in the South began at Broadway, Rockingham County, Virginia, in 1859. It was in the form of a community school

with the active sponsorship in the hands of Brethren leaders. The movement was discussed, various committees were appointed, funds were raised, and an imposing building for that day was erected. Elder John Kline provided a site on the west corner of his large farm in a grove of stately cedars. He had previously given a site on the opposite corner of his farm for the erection of a church, the Linville Creek Church. The school was named Cedar Grove Academy. It was usually referred to as the Academy, but sometimes as the Seminary. Three directors were elected, as we have seen, on February 26, 1859. They were John J. Bowman, Daniel Miller, and John Zigler. David Bowman, a brother of John J., was also closely associated with the enterprise. These men were all of the Brethren faith and were prominent and influential citizens of the community. John J. Bowman was probably the chairman of the committee. He was a man of rare ability and exerted a strong influence on the life of the community. He was a prosperous mill operator and provided space for the local post office in his mill, which was known as Bowman's Mill. He was also a surveyor and is said to have laid out the town of Broadway. His diary and other records, kept with care and accuracy, have been a valuable source of information concerning the life and history of the Broadway community.

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The curriculum of the school was of academy grade and the teachers were broadly chosen on the basis of their qualifications, rather than on their religious connection. John W. Wayland states in his history of Rockingham County that "the Academy near Broadway was first in the charge of James Wright." He further states that in 1862 "Joseph Salyards was in charge of Cedar Grove Seminary."

These references are presumably to the same school. Little is known of Wright, but Salyards was one of the famous men of his day. He was widely known as teacher, scholar, and poet. Mr. Wayland considers him as "probably the most famous teacher that ever lived in the Valley of Virginia."[1] The Cedar Grove Seminary building served as the community school for many years and finally became the first public school of the Broadway community.

The War Between the States arrested the development of this pioneering effort in education and removed by martyrdom a central figure among the Brethren, Elder John Kline. Had it not been for this tragedy and the vicissitudes of war, the Broadway community would, in all probability, have become the educational center of the Brethren in Virginia and the Cedar Grove campus the site of the Brethren college of the South. This spot is on State Highway Number 42 at the southern boundary of Broadway. It is now occupied by an old shop built of stone, probably dating back to the days of the Academy, and a modern venetian blind shop.

* * * * *

The passion for education in the hearts of these Brethren leaders did not succumb to the misfortunes of war. Their resources were depleted, but they still cherished the hope of a school for the education of their children. Cedar Grove Academy was the forerunner of another day in education. It was also the training ground for the men who were to lead on in the cause. John J. Bowman and some of the younger men associated with him in the Broadway experiment were to be called again to give of their talent and of their wisdom to another similar enterprise at

[1] Wayland, John, *A History of Rockingham County, Virginia,* pages 288-292.

Bridgewater, whose development may be credited in a measure to lessons learned at Cedar Grove Seminary.

The Spring Creek Normal School

The Brethren of Virginia, after five years of war and nearly a quarter of a century of waiting, were prepared in spirit for a second venture in education. It had to be a simple beginning and such it was. A small store building at Spring Creek, Rockingham County, provided rented quarters for the opening session of the Spring Creek Normal School and Collegiate Institute for Males and Females. This was in the fall of 1880. The first two sessions were conducted at Spring Creek. During the summer of 1882, the school was moved to Bridgewater and opened in September under a new name, the Virginia Normal School. It operated as such until April 1889 when the name again was changed to Bridgewater College. It is this period of nine years in the life of the institution with which we are here concerned.

This new beginning in education was influenced, unconsciously perhaps, by the spirit of revival which was then sweeping the South. The Brethren were among the early settlers in the Shenandoah Valley, and, true to their traditional interest in stable and progressive community life, they were receptive to the dream of the "New South." There were those among them who quickly responded to this revival of Southern life and culture. They regarded education as the necessary instrument of that movement and their passion for learning was strongly flavored with religious zeal. This development was not wholly an individual or a personal matter. Neither was it a mass movement. It was rather an enterprise supported against opposition by a community of minds which shared in a vision of a new

and a better life for their own and for their neighbors' children.

* * * * *

The spark which touched off this movement among the Brethren was the man who is known as the founder of Bridgewater College, Daniel Christian Flory. He was a young man of only twenty-six years in 1880. He had studied at the University of Virginia from 1875 to 1878. He taught in the Huntingdon Normal School (now Juniata College) during the session of 1878-79 and was the teacher of the Beaver Creek Grade School at Spring Creek, Virginia, during the session of 1879-80. Here he lived with his cousin, Martin Miller. Professor Flory, as he was called, had during his stay in Pennsylvania developed an ambition to found a school in Virginia under the auspices of his Church, the Church of the Brethren. This ambition was undoubtedly a subject of earnest discussion during the long winter evenings in the home of Martin Miller, who was sympathetic to the idea. Other spirits had been warmed by the fire of Flory's enthusiasm, and the time appeared to be at hand for the new venture in education among the Brethren in Virginia.

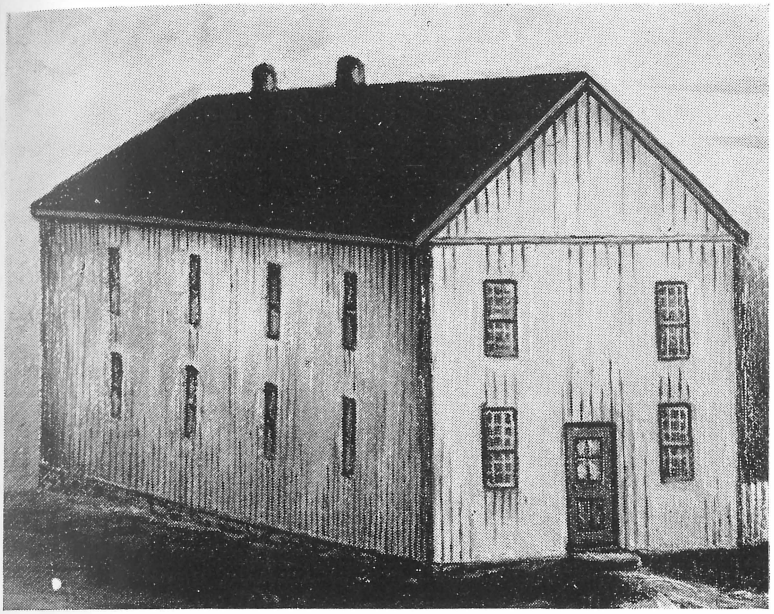
This movement, therefore, began to take definite form when a group of about forty men met in the farm home of Emanuel Hoover near Timberville, Virginia, in the spring of 1881 to consider sponsorship of the D. C. Flory school, which was already in operation. This meeting was held in connection with the district meeting of what was then known as the Second District of Virginia. These men avoided meeting in the church because of antagonism to education on the part of some Church leaders. They selected thirty men whose names appeared in the first catalog as the first Board of Sponsors or Trustees. These thirty men

ranged in age from twenty-one to sixty-six years and were a good cross section of Brethren leadership. Their lives have been described in an earlier publication of the College and need not occupy space here. It might, however, be observed that among them was John J. Bowman, who was an organizer of the Cedar Grove Seminary, which has been described. The names of Walter B. Yount, S. A. Sanger, S. F. Sanger, E. D. Kendig, Samuel A. Driver, and Daniel and John Click call for special mention as they were then all men of about thirty years of age and younger. Youth was, therefore, strongly represented in the movement. The youngest of these was Walter B. Yount, then only twenty-one years of age. He was a student at the University of Virginia and the only man on the new board with college experience.

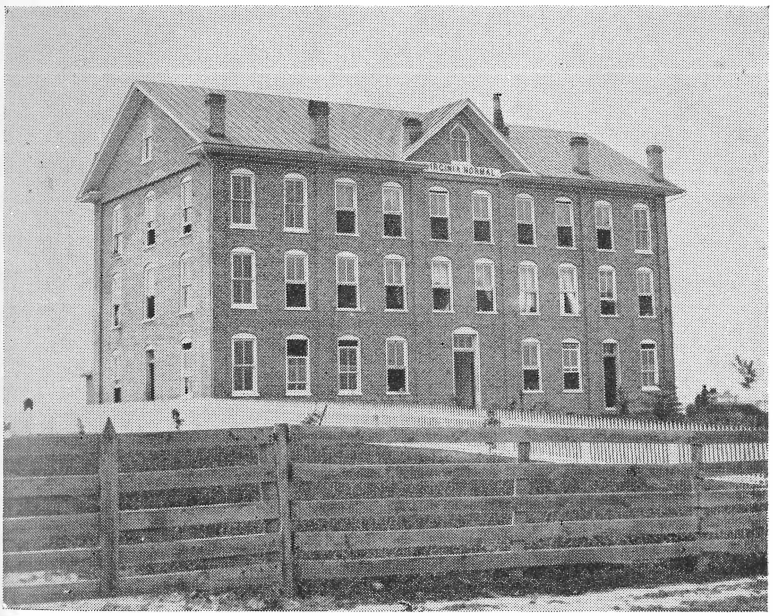
Daniel C. Flory had closed the session of the Beaver Creek Graded School and had announced a Summer Normal for teachers to be conducted at Spring Creek. It proved to be for him a transition from teacher of the Beaver Creek Common School to leader of a movement which had its inception in the Spring Creek Normal School and Collegiate Institute. This school opened its doors on September 6, 1880, to a student body consisting of "24 males and 4 females."

* * * * *

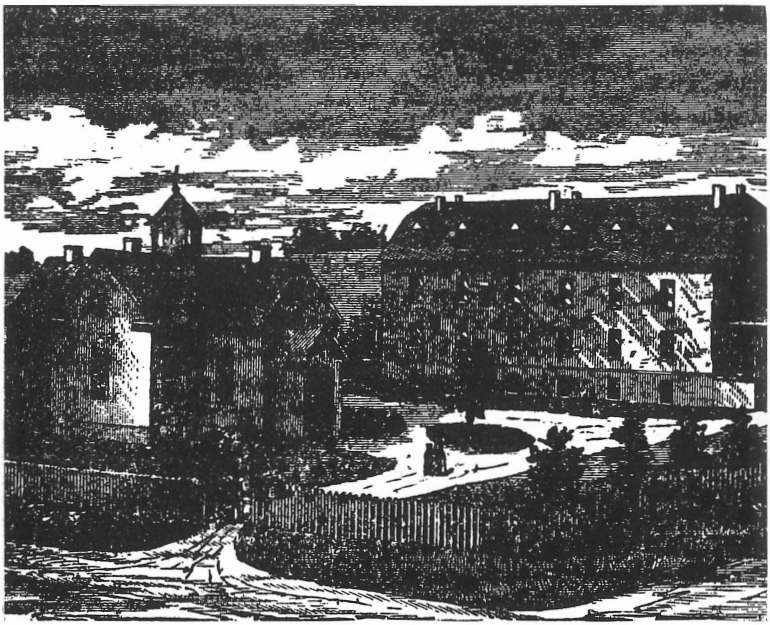
The session of 1882-83, the first to be conducted at the new location in Bridgewater, was also accommodated in rented quarters on the second floor of a store building located on the east corner of what are now Main and College streets. The school now operated as the Virginia Normal School. The problem of a permanent location was under consideration during the session. There was pressure for locating in the Broadway-Timberville community. The



A Pen Sketch of Spring Creek Normal



Virginia Normal School, Bridgewater, Virginia



An Old Newspaper Print of Mountain Normal

Linden Seminary, Hagerstown, Maryland

Brethren in the Roanoke area also pressed for the choice of Roanoke.

The contest between these communities is interestingly revealed in a letter under date of March 14, 1881, directed to Elder John P. Zigler of the Broadway community. It was signed by Jacob Thomas, Solomon Garber, and George Wine, Sr., all of the Bridgewater–Spring Creek section. The full text of the letter is as follows:

> We, the undersigned of the vicinity of Spring Creek, having had a school in session for some time, now wish to know the mind of the Brethren in regard to a school of a high grade among us. We shall first give our reasons for taking this step. The Brethren in Roanoke County are trying to work up a school of a high grade, and are endeavoring to secure the services of Bro. D. C. Flory, and have made him a very liberal offer. The question before us then is, will we make an effort to keep the school among us or will we allow it to go to Roanoke?
>
> This school is to be conducted by the Brethren, and kept under their immediate control. The order of the church is to be observed and carried out by all the pupils that are members, and, in short, the school must be conducted according to the teachings of the gospel. Our object is to obtain a Board of Trustees who are to use their influence in behalf of the school, and assist in keeping it in the proper channel. No money whatever is solicited at present, nor will the Board be held responsible for any of the pecuniary expenses of the school. The object is to give it influence and character abroad, and make it a school and church for our children who wish to educate themselves.
>
> We earnestly request you to give this proper thought, and let us know at once whether you favor it or not. We want the expression of the Brethren in the Valley, and, therefore, hope you will not make this a secondary matter, but give it prompt attention. If the sentiment is favorable, the Board can be properly organized at the District Meeting.

This letter reveals not only rivalry for the location of the school, but also the "more money" strategy employed by the Roanoke Brethren which even now is not unknown in college circles. It also reveals something of the motiva-

tion of the movement as they mention the Church, the maintenance of its traditional practices, and their children who "wish to educate themselves."

Bridgewater was finally chosen as the location of the school in a compromise between the southern community of Roanoke and the more northern area of Broadway and Timberville.

The notes of John J. Bowman under date of Wednesday, April 12, 1883, state, "This morning the Board of Directors of the Virginia Normal School met in the home of Bro. E. B. Shaver to transact some business." This meeting was at Woodstock in connection with a district meeting at the "Pike Church." Mr. Bowman continues his record: "Bro. D. Hays was called to the chair. Bro. S. F. Sanger handed in his resignation as secretary of the Board and it was accepted. Bro. S. A. Shaver was appointed to fill his place as secretary of the Board. A Board of Trustees was also appointed consisting of E. D. Kendig, Daniel Yount, Daniel Miller and two others whom I cannot now recall. The meeting then adjourned and repaired to the church."[2] Since Mr. Bowman's memory was hazy about two of the appointees, there is reason to question his reference to the appointment of Daniel Miller. There seems to be no other record of a Daniel Miller being a member of the Board so early as this. The meeting to which he refers must have been concerned with the permanent location of the school and with the purchase of real estate at Bridgewater as a campus site. Eight days later, on April 20, a deed was drawn by Mary A. Brown, John W. Wise, and P. Herring, all of Bridgewater, transferring ten acres of land to Samuel Driver, Daniel Yount, E. B. Shaver, E. D. Kendig, and

[2] John J. Bowman notes, April 12, 1883, in possession of the Linville Creek Congregation.

Daniel Garber for the Virginia Normal School to be erected.[3] The appointments recorded by John J. Bowman on April 12 were undoubtedly made to handle this real-estate transaction. The two persons whose names he could not recall must have been Samuel Driver and E. B. Shaver and his Daniel Miller must have been Daniel Garber.

This tract of land was on the Brown farm and was to lie along a "new street to be opened through the farm from Bridgewater to Berlinton." The consideration was eight hundred dollars. This company of men met in the field near where Planters' Bank now stands and with a plow and a team of horses marked off across the field a forty-foot strip of land which is now known as College Street. Students of the school and some lads from the community sat in wonder on the fence and watched these operations.

There was a contest even within the Bridgewater community on the question of location. A site was considered near the location of the old church and cemetery at the north end of town. But the Brown tract was finally chosen. Its proximity to North River and the agreement of the owners to dig a well on the property for the water supply of the school were the considerations which tipped the balances and planted Bridgewater College on its present campus.

* * * * *

The first permanent building of the school was completed during the session of 1883-84. Its charter was also granted in that same session. The building was a three-story building, forty feet by eighty. It housed all the activities of the school, including dormitories for men and women.

Important developments took place with the relocation at Bridgewater and during the years which followed. The

[3] County records, clerk's office, Harrisonburg, Virginia.

Trustee Board was expanded to forty members. There appeared now in its membership the names of D. C. Moomaw, Nathan Nininger, J. C. Moomaw, B. F. Moomaw, W. G. Nininger, and T. C. Denton of the Roanoke area. A little later D. D. Bonsack, of Maryland, and George A. Arnold, of West Virginia, were made members of the Board. All these were men of influence and some of them had exceptional ability. Their vision and leadership were soon reflected in the plans and policies of the school. The gifted pen of the Moomaw brothers enriched the early catalogs with eloquent statements on the purposes of the school and on the educational philosophy which undergirded the movement. This expansion in the Board of Trustees encouraged patronage from other sections of the Brotherhood, especially from the Roanoke area and the states of Maryland and West Virginia.

* * * * *

It is not possible to recognize in this connection all of those who appeared on the teaching staff during this period. But, in addition to the founder, honorable mention must be made of James R. Shipman, who assisted him as a student instructor during the first three years of the school. He was known widely as an early cashier of Planters' Bank in Bridgewater and a devoted patron of education throughout his life. Daniel Hays joined the faculty in the third session as head of the newly announced business department. He was a scholarly man who had taught in the common schools and had been closely associated with the promotion of Cedar Grove Seminary at Broadway.

George B. Holsinger became the first head of the music department in 1882. He gave his entire life to the College and to music education. He was a genius in directing con-

gregational singing and was the author of a number of hymns which have been published in the Brethren hymnals. S. N. McCann first appeared on the teaching staff in 1884 and played a large role both in the early and in the later life of the institution. John B. Wrightsman, E. A. Miller, E. M. Crouch, J. M. Coffman, C. E. Arnold, J. Carson Miller, I. N. H. Beahm, John A. Garber, W. M. Wine, J. C. Beahm, Edward Frantz, M. Kate Flory, and Sallie A. Kagey (Mrs. George B. Holsinger), appear as members of the faculty during this period.

There was frequent change in the principalship during the later years of this period. The founder, Daniel C. Flory, resigned as principal in the spring of 1886 and was never again officially connected with the faculty. It is rather evident that friction, engendered perhaps by personal ambition, had developed between the founder and some members of the Board of Trustees; at any rate the founder took the title, "Chairman of Instruction," in the fall of 1885 and John Flory, a member of the Board and steward and superintendent of buildings and grounds, appears as president of the school. This is the first time the title, "President," is used to describe the head of the institution. The founder never claimed that title and it was applied to no one else in this period. The seventh session opened in the fall of 1886 with John Flory president of both the Board and the faculty.

The succession in the principalship during the entire period seems to have been as follows:

1880-85 Daniel C. Flory, principal.

1885-86 John Flory, president.

Daniel C. Flory, chairman of instruction.

Mr. Flory resigned in the spring and S. N. McCann became principal.

Mr. McCann was soon replaced by J. Carson Miller as principal. He completed the session and awarded diplomas to the first graduates at the commencement of that year.

1886-87 John Flory, president.
Daniel Hays, principal.
Mr. Hays withdrew after a few weeks and John B. Wrightsman became principal to finish the session.

1887-89 E. A. Miller, principal.

1889-90 E. A. Miller served as principal for a short time and was succeeded by E. M. Crouch, who completed the session and ended the decade with which we are here concerned.

* * * * *

The actual work of the school in this period was below college grade, but the curriculum clearly reveals the ambition of the promoters. The founder evidently drew heavily on his student experience at the University of Virginia in the organization of the curriculum. He announced for the second session three courses of study. The two-year "Normal Course" was "designed to lay a good foundation for a liberal education." The "Scientific Course" was "designed for those who wish an extended study of the natural sciences and mathematics." These studies proposed to be as "thorough in discipline and method as that of our best colleges." The "Classical Course" was "designed to prepare students for any profession or calling." The curriculum included higher algebra, trigonometry, geology, surveying, chemistry, political economy, Latin, German, French, zoology, moral philosophy, differential and integral calculus, astronomy, Bible, and international law, and offered special

work in the English language, dealing with its use, structure, and history.

This elaborate offering of subjects would now appear to have been a staggering course of study for a student body of thirty young people from rural homes with an educational background of less perhaps than the fifth grade. It is also amazing that such a course of study would be offered by one professor and a student assistant who probably taught penmanship and arithmetic. This movement clearly belonged to an age in which men taught for the love of teaching and would perhaps themselves have paid for the privilege. It must be recognized, of course, that human knowledge was limited three quarters of a century ago, and scientific studies were less formidable then than they are today.

There was little actual change in the core curriculum during the first ten years except for the addition of certain practical studies such as art, music, and business subjects. One of the very significant things about the curriculum was that it clearly revealed the ambition to develop an institution of higher education which the promoters had undoubtedly cherished from the beginning.

These men were pioneering. They were training teachers for the public schools; they were preparing religious leaders for the Church; they were disciplining young people to follow their chosen callings, to acquire the art of thinking, and to use their inborn gifts in the service of man and God.

LINDEN SEMINARY

A third movement, less well known but definitely a product of the passion for enlightenment which stirred Brethren people in this period, was an institution known as Linden Seminary. It was located at Hagerstown, Wash-

ington County, Maryland. This school was in operation before the Spring Creek Normal and Collegiate Institute was founded and was known at that time as the Hagerstown Select School. It was established in 1878 by Thomas P. Cochran and his wife, Rebecca. It had a small patronage, having enrolled only nine students in the first year of its operation. The promoters became discouraged and after two years offered the property for sale.

The Hagerstown Select School passed into Brethren ownership in the spring of 1880. The deed transferring the property to D. Melvin Long and David Long, his father, was recorded on May 4 of that year. This transfer involved a tract of land in Hagerstown "on the turn pike leading from Hagerstown to Sharpsburg near the terminus of South Potomac Street extended." The consideration was twenty-nine hundred dollars.

The name of the school was changed by the Longs to Linden Seminary. The Seminary was operated as a private institution governed and controlled by the principal, D. Melvin Long. It was pleasantly located and the attendance advanced to seventy-four students under Mr. Long's leadership. The school was promoted as a preparatory school for students who planned a collegiate career, but "many students engage in such studies as they select themselves without regard to the collegiate course."[4]

* * * * *

Linden Seminary was not officially a Brethren enterprise. It was a father-and-son venture inspired by a passion for learning in which both shared. The father, David Long, who had been denied the advantages of an education, had a keen mind and was devoted to intellectual matters. He was

[4] Sharf, *History of Western Maryland,* Volume II, page 1159.

a minister of wide influence among the Brethren and a substantial and aggressive citizen. His son, Melvin, one of eleven children, was born on July 30, 1846. He acquired such education as was offered in the common schools of his day. He then attended and graduated from Shippensburg State Normal College, Shippensburg, Pennsylvania, and later continued his education at Millersville State Normal College of the same state.[5]

Mr. Long was an instructor in the Brethren's Normal College (Juniata College), Huntingdon, Pennsylvania, in about 1878. He moved from this position back to his home community to be joined by his father in this Linden Seminary adventure.

* * * * *

It is significant that Daniel C. Flory, the founder of Bridgewater College, and D. Melvin Long, principal of Linden Seminary, were fellow teachers in the same institution at or near the same time, and that as young men they should have moved back to their home communities to found in the same year two schools among the Brethren, one in Virginia and the other in Maryland. This was scarcely a mere coincidence. These scattered efforts in education were the expression of a common motive and reflect the purposes which inspired a small group of men of past generations to hazard their fortunes for a cause very precious to their hearts and vitally intertwined with the destinies of their people.

THE MOUNTAIN NORMAL SCHOOL

A fourth adventure was the Mountain Normal School, founded in Floyd County, Virginia, in 1882. It was first conceived during a fishing party on the headwaters of the

[5] Cable and Sanger, *Educational Blue Book*, page 537.

Dan River in Patrick County, one of the most remote sections of Virginia. The full membership of the party is not known, but two young men, John B. Wrightsman and Christian D. Hylton, were among the fishermen. There is no record of their success as fishermen, but the purpose of mind which those days in the hills fostered was soon to be embodied in a school dedicated to the service of the youth of that mountain community. They realized that the rugged terrain imposed a heavy burden upon those inaccessible communities and that apart from education there was no way to secure better teachers, improve public schools, build stronger churches, produce abler preachers, and extend opportunity for mental and spiritual development to the young people of those hills.

These young men, still in their mid-twenties, proposed to establish a school. They aroused community interest in the project and laid plans for a building. It was to be located on the Hylton farm and the community was to be known as Hylton. The name of the village was later changed to and now bears the name of Willis. The school was to be organized as a stock company. They were authorized by the court to offer four hundred shares of stock at twenty-five dollars per share.

The application for a charter, dated October 18, 1883, was signed by John B. Wrightsman and his wife, Fannie Wrightsman; Samuel S. Wrightsman and Hester Wrightsman; Jennie Walters; William H. Spangler; and L. Dow Weddle. The chief business of the corporation was "to carry on a school and academy and to board the students." John B. Wrightsman was made president and treasurer of the Board of Directors and principal of the school, and W. H. Spangler was named secretary to the Board.[6]

[6] County records, clerk's office, Floyd courthouse, Floyd, Virginia.

The school was named the Mountain Normal School. The directors proceeded during the summer of 1882 to construct a classroom building. It was a plain two-story frame building about forty feet square. A dormitory and boarding house of similar construction was added during the summer of 1883. The land was deeded by Hardin P. and Frances Hylton, and their son, C. D. Hylton, and his wife, Mattie.[7] The Hyltons evidently furnished the lumber for the construction and the local Church of the Brethren seems to have loaned the school the sum of four hundred dollars in the summer of 1883. This loan was without interest except that the congregation was to have the privilege of conducting religious services in the school building.

* * * * *

The first session opened in the late fall of 1882 with John B. Wrightsman as principal. A native of Pulaski County, Virginia, he was early imbued with a passion for education. His early education was secured by his own "undaunted and unaided efforts." He taught his first school at the age of seventeen years. After teaching three years he entered Huntingdon Normal School (now Juniata College), Huntingdon, Pennsylvania, where he was a student for two sessions.[8] At the age of twenty-six years, he became the founder and head of the Mountain Normal School. The records of the session are entirely lacking, but the first year's study seems to have included Latin grammar, algebra, physics, geography, and composition and rhetoric. Mr. Wrightsman was interested in science and devoted much time to the study of electricity. He entertained his students with electric batteries, a "shocking machine," and other

[7] County records, clerk's office, Floyd courthouse, Floyd, Virginia.
[8] Sharp, S. Z., *Educational History of the Church of the Brethren,* page 380.

apparatus of his own devising. He traveled through the country in a "two horse hack" and gave demonstrations of his equipment and otherwise endeavored to awaken educational sentiment.

A class of seven students completed the first-year studies in the spring of 1883. They were W. S. Leake, who later became a prominent Baptist minister; W. H. Spangler, who was one of the incorporators of the school; S. E. Wilkinson; Elias Wilkinson; W. M. Burwell, who later became prominent as a physician; Solomon Hylton; and Mollie C. Thompson. The latter taught public school for many years in Floyd County, lived to the ripe age of more than eighty-seven years, and with clear memory supplied this list of students in what she called "the first studies."

The school continued to operate until the spring of 1886. Among those who, in addition to the principal, were prominent in the teaching staff were R. E. Altizer, J. H. Rutrough, and E. A. Miller. The latter two served short terms as assistant principal during their connection with the school. Mr. Miller succeeded to the principalship in 1885. Both he and Mr. Rutrough were able teachers, but were opposites in personality and method. Mr. Rutrough was strict and impetuous. He frequently showed impatience and considerable temper. Mr. Miller was able and sympathetic. He loved his students and labored with them in a kindly and unselfish spirit and was very popular both in the school and in the community.

* * * * *

Principal Wrightsman was a promoter and salesman rather than a businessman. The school, failing to draw the expected patronage, never had more than about sixty students, most of whom were day students from the local

community. The income, therefore, was not sufficient to meet current expenses and the officers were compelled to finance the school on borrowed money. The session of 1885-86, like the preceding session, opened with a disappointing enrollment. The school had accumulated an indebtedness amounting to approximately three thousand dollars, and in order to secure the creditors the property was conveyed to them in bankruptcy on October 10, 1885. It was provided that if the obligations were paid within two years the property would revert to the directors. The creditors were listed as J. L. Tompkins, John B. Wrightsman, S. S. Wrightsman, John C. Moomaw, Henry Noffsinger, Elijah Hylton, and Peter Cripel with accounts ranging from twenty dollars to seven hundred dollars each.

The school was supported and encouraged by many prominent citizens of the community. George and Henry Willis, L. Dow Weddle, Bethiel Harman, Elijah W. Hylton, Hardin Hylton, C. D. Hylton, and others were active in its encouragement and support. In the first year of its operation C. D. Hylton generously opened his home as a boarding house for those who attended from a distance. He gave time and thought to the school and created sentiment in its behalf among the Brethren people. While the movement was sponsored by Brethren, representatives from other religious groups gave it strong support. Mr. Rutrough was a Lutheran; Professor Altizer was a member of no church; L. Dow Weddle, one of the incorporators, was at least not Brethren. The Hyltons, Wrightsmans, Harmans, and Millers were all of Brethren connection. The movement, however, was purely a private enterprise but was recognized in the community as an enterprise of the Brethren and was closely associated with the local Brethren congregation.

No roster of students has been preserved but the following list has been compiled from a few faded and worn copies of literary society and commencement programs:

E. A. West	William West
J. A. Hooker	Mollie Houchins
A. N. Hylton	Minnie Hylton
Carrie Campbell	Grey Staples
J. F. Bowman	Thomas Hall
Amos Bussie	Alice Hylton
Elza Hylton	Catherine Hylton
Solomon P. Hylton	J. B. Hylton
W. S. Leake	Mollie C. Thompson
W. H. Spangler	Elias Wilkinson
S. E. Wilkinson	W. M. Burwell

Many of these students later became prominent and influential citizens and gave able leadership to their communities.

During the summer of 1886, John B. Wrightsman and E. A. Miller were appointed to the faculty of the Virginia Normal School, at Bridgewater, Virginia. The loss of their leadership, along with heavy indebtedness, made the continuation of the Mountain Normal School almost impossible. The session of 1885-86 was, therefore, the last full session of the school. Mr. Rutrough for a few years continued to conduct a summer normal for teachers, but this was soon abandoned. Thus the experiment of the young fishermen came to an end except for the influence which, after more than a half century, lingers in the life of the Floyd community.

* * * * *

There lives still in the minds of a goodly number of former students, all of whom are past four score years, a happy memory of a spiritual experience during the winter

of 1884. A Bible conference and revival meeting was conducted by Elder F. Washington Dove, father of the late J. A. Dove and grandfather of the late Fred D. Dove, both of whom have played important roles in the educational progress of the Brethren institutions of the South. This revival meeting stirred the entire community and was a high spiritual experience in the life of the school. Among those young students for whom it was the day of decision were: John A. Hooker, businessman, churchman, and community leader, later of Nokesville, Virginia; Mollie Houchins, who later became Mrs. John A. Hooker; A. N. Hylton, prominent elder and churchman, of Floyd, Virginia; and Minnie Hylton, who became Mrs. Arthur Harman and continues to serve as a strong church and community leader.

It appears that the property of the Mountain Normal School remained in the possession of the creditors after 1885 and was finally sold to private individuals. The old classroom building, faded and almost wrecked by the ravages of time, now awaits the demolisher's crew which very soon will erase the last tangible evidence of the dream conceived by a few young fishermen on the headwaters of the River Dan in 1882.

Chapter III

LATER ADVENTURES IN EDUCATION

The migration of the Brethren people was from Pennsylvania into Maryland and from Maryland into the Shenandoah Valley of Virginia. These first settlements in Virginia took place from about 1780 to 1800. The movement extended farther south in the early part of the nineteenth century to the Roanoke Valley, the counties of Franklin and Floyd, and finally into the deeper South as settlements were established in eastern Tennessee. These Brethren communities were in communication with each other by means of the horseback preacher and missionary and the traveling pioneer. The fires of enlightenment which had been kindled in the northern section of the state were carried south by Brethren settlers. The passion for education could not be suppressed and the school movement soon made itself felt among Brethren in these more southern areas.

The Botetourt Normal College

"Be it enacted by the General Assembly of Virginia that I. N. H. Beahm, D. N. Eller, J. C. Beahm, F. M. Stutsman, and C. E. Arnold be, and they are hereby, constituted a body corporate by the name and style of the Trustees of Botetourt Normal College, for the purpose of conducting a high Seminary of learning in the County of Botetourt, this state, to be known as Botetourt Normal College."[1]

This act of incorporation was passed by the General

[1] Record, clerk's office, Fincastle, Virginia.

Assembly of Virginia on February 25, 1892. The first catalog of the Botetourt Normal, devoted to the session of 1891-92, omitted the word *college* from the title, and was called simply Botetourt Normal. This title was carried until 1895 when the catalog was issued in the name of Botetourt Normal College. The institution was so designated until 1910 when the charter was revised and the name changed to Daleville College. We are here concerned with the period from 1890 to 1910 when the work of the school was distinctly at the secondary level of education, but with a decided trend during the latter part of the period toward courses in higher education.

Botetourt Normal was preceded by a school which in reality inspired the educational movement that was to become so significant in the life of the community. This school was a "select private school," which was organized by B. F. Nininger and George G. Layman and conducted during the session of 1890-91 by I. N. H. Beahm. It was a private school indeed and a practical expression of the concern of Messrs. Nininger and Layman for the welfare of their own and of their neighbors' children. The school was started in the Nininger tenant house across the highway from the future campus of the Botetourt Normal College. When the winter months came on, it was moved to the Nininger homestead, and, in the spring, to the home of Mr. Layman. Mr. Beahm was a stimulating teacher and an incessant advocate of better educational advantages. His enthusiasm and ability, leavened with the vision, the wisdom, and the resources of Mr. Nininger and others of the community, resulted in a summer session for teachers in 1891 and a building program which provided quarters for the first session of the Botetourt Normal in 1891-92. The movement was purely private. The building was the personal

property of Mr. Beahm, but it was likely financed by patrons of the community with Mr. Nininger as one of the leading contributors. It was located near a magnificent spring on a site secured from the Nininger farm.

* * * * *

The five incorporators of the Botetourt Normal College were all young men ranging in age from twenty-three to thirty-one years. They were all former students of the Bridgewater school, and four of them had been fellow teachers there. Their connection with Bridgewater was during the years of 1888 to 1891, when a serious crisis developed there. Contention, discord, and scandal plagued the school and created division in both the trustee body and the faculty. The antagonism of Principal E. A. Miller toward I. N. H. Beahm led to Mr. Beahm's resignation from the faculty in the spring of 1890. His withdrawal was followed by an almost mass resignation of teachers as an act of sympathy for him, and as a protest against the principal. Disagreement and controversy also developed among the leaders of the Church. Trustees and influential supporters from the Botetourt-Roanoke area were alienated from the Bridgewater school by this controversy. The Botetourt movement developed in the main as a response to a conscious need for better educational opportunity in that community, but an important factor was the disruption at Bridgewater, which released teachers, divided the constituency, and created uncertainty as to the future of the Bridgewater enterprise.

These developments in Rockingham and Botetourt counties were fundamentally parts of the same movement. They involved some of the same leaders and represented the same common interest in education. The promoters

stated their purposes in almost identical language and the courses of study were strikingly parallel. Had it not been for the controversy over Principal E. A. Miller at Bridgewater, this division among the Brethren in Virginia on educational matters would not have occurred; but occur it did, dividing their resources and limiting educational progress among them for nearly half a century.

The purposes of the Botetourt Normal were declared to be a "broad and liberal education" with a "useful and successful life constantly in view." The name under which the school was chartered revealed something of the practical purposes of the founders. The public school system of Virginia was young at this time and the scarcity of competent teachers was an almost insurmountable problem. This new school proposed to help in that situation by offering a special course designed for training teachers. The emphasis was upon "thorough treatment of the subject matter," the "nature of the pupil," and "skill in teaching methods." Those objectives were very practical and still have priority in education after more than a half century of educational progress.

The school had other practical designs. The promoters announced a business course in the very first catalog. It was modeled after that of the "best business colleges and universities of the country." "It is a mistake," they declared, "to suppose that no one needs a business education unless he expects to become a bookkeeper. Every young man and every young woman expects to handle money, make contracts, and hold property." They argued from this premise that every man and every woman needed to take, at least, some work in principles of commercial law and in the correct forms of business papers.

This new school was also chartered as a "college" and as a "high seminary of learning." These young promoters

of education cherished, vaguely perhaps, an ambition to lead into the field of higher education, but the organization of a college was not in their immediate plans. They knew what was under discussion at Bridgewater before they withdrew from that institution and that may have deterred them. They talked about scholarship, about the disciplines of the mind, about rigid and thorough education, about the noble aims of life, about worthy achievement, and about leadership in society and the processes by which such power is acquired.

These pioneering movements in education were handicapped and limited, but they had the advantage of clear objectives. The leaders knew with a reasonable degree of certainty where they wanted to go and were spared the agony of confusion and frustration as to their fundamental objectives.

* * * * *

The official head of the school was known as the principal from its beginning until the year 1896 when he assumed the title of president. I. N. H. Beahm must be regarded as the founder of the school. He served as principal for two years, the sessions of 1891-92 and 1892-93, and then resigned. Two of the three remaining incorporators, J. C. Beahm and C. E. Arnold, also resigned with him. The financial burden had become heavy and the future seemed too uncertain to them. The property, therefore, was sold to T. C. Denton and B. F. Nininger. In that purchase and in their continued support they spared the enterprise from complete collapse. D. N. Eller was then engaged as principal. He served in that position from 1893 to 1896. The school took a new lease on life under Mr. Eller's leadership, and fresh hope stirred the spirits of the promoters.

L. D. Ikenberry, called to head the school in 1896, served during the next three sessions. He held a Master of Arts

degree from Ohio Normal University and a Bachelor of Arts degree from Kansas University. He was the first officer or teacher of the school to hold an advanced degree. He brought to the school something of the spirit and the concept of education which prevailed in colleges and universities at that time. The catalog of 1896-97 was published under the name of Botetourt Normal College. This is the first time that the term *college* appears in the name of the school. The head of the institution also assumed for the first time the title of president. Mr. Eller remained on the faculty as vice-president.

President Ikenberry was succeeded by J. Z. Gilbert, who also served as president for three sessions, from 1899 to 1902. He too was a university graduate, holding a Bachelor of Philosophy degree from McPherson College and a Master of Arts degree from Kansas State University.

Mr. Gilbert resigned in the spring of 1902 and D. N. Eller was again called to head the school. After serving nine sessions with faithfulness and distinction, he had a serious break in health during the session of 1910-11. He really laid down his life in the winter of 1914 for this small college. He was on the first teaching staff and served continuously for twenty years in every position of trust which the school had to offer: principal, president, vice-president, treasurer, and teacher.

These four men, Messrs. Beahm, Eller, Ikenberry, and Gilbert, were the leaders of the movement in the two decades with which we are here concerned.

The school operated much of the time during the first part of this period on what was called the "co-operative plan." The head of the school was not only the leading teacher and educator but was also the chief financial and business agent of the corporation. He, with two or three of his

associates, assumed responsibility for the operation of the school. They employed the necessary teachers, paid all other expenses, and shared the proceeds upon such basis as they mutually agreed. The returns were meager and a rapid turnover in management was inevitable.

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It is not possible to produce an accurate list of those who served on the teaching staff during these two decades. The school opened in 1891 with four able instructors. Reference has already been made to I. N. H. Beahm and D. N. Eller. The other two members of the faculty were C. E. Arnold and J. C. Beahm, a brother of the founder. The Beahm brothers enjoyed a happy and inspiring relationship. They worked as associates in mutual esteem and loyalty. They were together in this Botetourt enterprise. They were later associates in the Prince William Normal and again in Elizabethtown College. J. C. Beahm was an able teacher and gave his life to public education in Virginia, West Virginia, Maryland, and Pennsylvania. As this is written, he lives quietly at Grantsville, Maryland, in the eighty-ninth year of his life. C. E. Arnold was called to McPherson College in Kansas and soon became the president of that institution. He was loved and highly esteemed as an educator.

John J. John joined the faculty in the second year of the school. He was a rare teacher of mathematics. He gave many years to Blue Ridge College in Maryland and served as county surveyor of Carroll County. J. W. Ikenberry and C. S. Ikenberry, brothers of the first president, were associated with the school as teachers and were lifelong leaders in business, in education, and in church life. Flora Nininger, daughter of B. F. Nininger, a woman of ability,

grace, and charm, was the first woman on the teaching staff. James Frantz, Sadie Leatherman, and Walter M. Kahle, in those early years, were able teachers and strong leaders in the religious and educational life of the Brethren people.

George A. Layman, L. C. Coffman, J. M. Henry, A. Cline Flora, J. Cephas Flora, D. Wilbur Peters, J. E. Oberholtzer, E. T. Hildebrand, I. F. Thomas, Elizabeth Marguerite Garver, Katie E. Miller, and others were also among those who served on the faculty during these two decades.

Many of these early faculty members bore the marks of future distinction. In this small company of teachers were those who have since given long years of service to both public and private education and have become principals, county and city superintendents, and college professors, deans, and presidents. Some served as officers and leaders in national movements of education. Others became missionaries, ministers, pastors, and servants of mankind in many other callings and professions.

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The promoters of Botetourt Normal College announced in the first catalog that by act of the General Assembly of Virginia they "were empowered to confer the usual degrees." There were, however, no high schools in the county when this school was organized. Few citizens had enjoyed any advantages in education beyond the common schools of that day. There was, consequently, almost no demand for higher studies. The school began modestly by announcing a preparatory course as the core curriculum. This department was supplemented with what were described as the "Teacher's Course" and the "English-Scientific Course" leading to the degrees of Bachelor of Pedagogy and Bachelor of English.

In the second year, a commercial department was added, leading to the Bachelor of Commercial Science degree. In the third year, a music department was established with emphasis on vocal and instrumental music. In 1895-96 a "Latin Scientific Course" was announced, leading to the Bachelor of Science degree. Courses in art and expression were later introduced.

In the session of 1903-04 a special two-year course in Bible was announced, accompanied by an eloquent foreword. The Bible was described as the great "textbook of immortality" and as a work than which "no classic in our tongue gives us better English; no poem surpasses it in beauty or in thought; no philosophy deals with subjects so profound; no biographer sketches lives more noble in terms less partial; and no tragedy on earth is half as tragic and triumphant as the life of Christ."[2] It was somewhat strange that a body of literature so important and described with such eloquence should have been omitted from the curriculum of a religious school for almost fifteen years. The delay, however, in adding Bible to the course of study did not indicate a lack of interest in religious education. It rather implied that the founders of the school regarded every teacher as a teacher of religion and every classroom as a medium for imparting the ideals and the truths of the Scriptures. The atmosphere throughout the school was expected to be religious and devout.

The course of study was for that day an enriched curriculum and represented a progressive step in education. The curriculum was expanded further in 1909-10 when the school became a full-fledged four-year college. This development will be considered in a later chapter.

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[2] Catalog of Botetourt Normal College, 1903-04, page 11.

The first session of the "Select Private School" opened with twelve students, the children of the B. F. Nininger and George G. Layman families. During subsequent years, adult people of the community appeared in the student body; and, in at least one of the early sessions, the entire faculty, with the exception of the principal and his assistant, were registered as students. The attendance for this period, with the exception of the session of 1895-96, for which no catalog has been preserved, was as follows:

1890-91	12	1900-01	104
1891-92	73	1901-02	104
1892-93	80	1902-03	123
1893-94	58	1903-04	116
1894-95	49	1904-05	102
1895-96	no record	1905-06	109
1896-97	70	1906-07	103
1897-98	82	1907-08	100
1898-99	71	1908-09	138
1899-1900	90	1909-10	111[3]

The average attendance for the twenty-year period was some eighty-four students. This number probably represented the maximum potential for the community which the school undertook to serve.

The rates quoted in the first catalog were: tuition, one dollar per week; board, room, light, and fuel, two dollars and fifty cents per week. The total expense for the thirty-six-week session amounted to about one hundred twenty-six dollars. The last catalog for this period quoted rates of two dollars per week for board, seventy-five cents per week for heat during the fall and spring, and one dollar during the winter months. A fee of twenty-five cents

[3] From lists published in the catalog, 1890-1910, in possession of Jonas G. Eller, Roanoke, Virginia.

per month was charged for light. Tuition in the literary department was five dollars per month. The cost for a session of thirty-six weeks would have amounted to one hundred forty-six dollars and twenty-five cents. This represented an average increase in rates of about one dollar per year over a twenty-year period. The cost of modern education seems fantastically high as compared to the rates of these pioneer institutions. Or perhaps it is more appropriate to observe that our early educators must have made colossal sacrifice for the cause they loved so ardently.

The development of the school plant occurred almost wholly in this period. The first building, erected in the summer of 1891 and known as the Normal Building, was a two-story frame structure. It cost about four thousand dollars. A three-story brick building was constructed in 1897. This was a very substantial building, serving as the educational unit of the plant and also accommodating the boarding department. It was known as Central Hall. In January of 1903 the Normal Building, which had been converted into a men's dormitory, burned. This building was promptly replaced with a three-story brick structure, which doubled as a men's dormitory and a chapel. It was named Denton Hall in honor of T. C. Denton, who defrayed a substantial part of the cost of its construction.

The year 1909 brought about many changes. The sum of $10,000 was raised for the construction of a dormitory for women. This was an attractive two-story brick building called Nininger Memorial Hall in honor of Mrs. B. F. Nininger, whose husband generously provided a substantial part of the funds for its construction. Mr. Nininger presented also to the school at that time the old homestead of his father, Peter Nininger, which stood on the campus and had been a center of warm hospitality for more than one

and a half centuries. After being remodeled, it served as the home of the president. A central heating plant was added and other campus improvements were made during this year.

A gymnasium building was constructed during the summer of 1911. This completed the physical plant of the Botetourt Normal College, whose history now merges into a development to be treated in a later chapter under the title of "Daleville College."

* * * * *

Botetourt Normal College was beautifully environed and happily named. It nestled in the countryside where the Blue Ridge and Allegheny ranges draw near together to form a small valley, which is a beautiful and exquisite piece of nature's handiwork. The name of the school honored the county in which it was located and the popular colonial governor of Virginia, Norborne Berkeley Botetourt, who was held in such esteem by the colonial assembly that after his death a life-sized statue of him was ordered erected at Williamsburg. It still stands on the campus of William and Mary College in perpetuation of his memory.[4]

THE EASTERN TENNESSEE MOVEMENT

There was in 1892 an attempt among the Brethren in eastern Tennessee to found a school, of which some account should be taken. It had small impact on the total educational movement of the South, but it serves as an index to educational sentiment among the Brethren people. The undertaking was probably inspired in part by the establishment of the Botetourt Normal School in Virginia, which occurred at about the same time. It also had some connection with

[4] Files of the Daughters of the American Colonists, paper by G. A. Layman, Roanoke, Virginia.

the Mountain Normal of Floyd County, Virginia, which was started two years earlier. John B. Wrightsman, E. A. Miller, and the Hyltons, leaders in starting the Mountain Normal School, had close connections with the Tennessee Brethren, and there were those in Tennessee who by personal contact had known of the efforts to establish schools in Virginia.

The Tennessee district conference of November 4 and 5, 1892, considered two petitions requesting that steps be taken to establish a Brethren school in the district. The conference looked upon the suggestion with favor and appointed a committee to study the problem. This committee was composed of S. S. Sherfy, J. B. Bowman, C. H. Diehl, Mathias Nead, and N. B. Sherfy, all of whom were prominent elders of the district.

It appears that this committee recommended to the same conference the appointment of a larger committee of "eleven Brethren who are deeply interested in the establishment of such a school and who are in full sympathy with the faith and order of the church." The duties of this committee were outlined as follows:

First, to determine the name and the grade of the school.
Second, to consider the location of such a school and the necessary amount of ground needed.
Third, to determine what kind of building is needed to begin with.
Fourth, to ascertain the approximate cost.
Fifth, to submit a plan by which the necessary funds can be raised.
Sixth, to appoint an advisory Board to work with the committee.[5]

Their report was subject to the action of district conference. This new "Committee of Eleven" consisted of Mathias Nead, J. B. Pence, S. J. Bowman, John Brubaker, W. A. Sherfy, C. H. Diehl, Peter Miller, Jacob Shepherd, M. M. Derrick, Henry Sheets, and N. B. Sherfy. George

[5] District conference minutes, Tennessee District, 1892.

C. Bowman, moderator of the conference, was added as an ex-officio member.

This committee met December 31, 1892, with a majority of the members present. They decided that the "character of the school in the beginning should be that of a high school with a view of expansion." The Advisory Board, as authorized by district conference, was appointed at this meeting and was composed of one representative from each of the larger congregations.

A second meeting of the committee was held at Jonesboro, the county seat of Washington County, in April, 1893. This meeting decided to seek a location at Leesburg, five miles west of Jonesboro. The plan which they devised for raising the necessary funds called for the formation of a "joint stock company" with the value of shares fixed at ten dollars each. They formulated a subscription paper and appointed six solicitors to promote the sale of stock.[6]

It is known that at least four members of this committee were strong advocates of education. J. B. Pence was well educated for his time. He was a Greek and Latin scholar of some proficiency and was an able teacher. He was a graduate of a school known as Laurel Hill Academy and wrote and delivered his graduating oration in the Latin language. He served as the first principal of the Science Hill Male and Female Institute of Johnson's Depot, which opened on August 24, 1868. Offering courses in what was called the "Collegiate Department," it was considered the first school of "higher education" in that part of the state. It was the predecessor of what is now Science Hill High School, Johnson City, Tennessee. Mr. Pence owned a magnificent farm at Limestone, Tennessee, and reared a

[6] Original minute of the committee, in the possession of Reuel B. Pritchett, White Pine, Tennessee.

family of eight gifted children. One room of his large colonial home was converted into a schoolroom, and seven of his children were prepared for college under the tutorship of their father.

M. Mead, as he signed his name, was a man of training and education and was deeply interested in intellectual and cultural matters. He had been a student of medicine and became a teacher in the emerging county school system of his day. He served as the third superintendent of schools in Washington County, his term extending from 1886 to 1889. His living at Leesburg at this time probably influenced the recommendation to locate the proposed school there and to name it Leesburg Academy.

N. B. Sherfy was a public school teacher during practically all of his active life. He was a man of charm and grace and used the English language with amazing precision. S. J. Bowman is known to have cherished an ambition for a college education but was compelled to settle for a professional course in dentistry. His young wife, Sue V. Bowman, was a brilliant teacher and an unfailing advocate of education. She is said to have been the first woman teacher of common schools in her native county. She taught in Floyd County, Virginia, in 1886-87, and knew intimately the men who established the Mountain Normal in that county, some of whom were her close relatives. She advocated in later years the establishment of a Brethren school in the South and undoubtedly gave support to this movement in 1892. She was in a position to exert considerable influence since she was the wife, the daughter, the daughter-in-law, and the niece, respectively, of four members of the two committees dealing with this problem and a warm friend of nearly all the others.

The other men serving on these committees must have

had strong convictions about education, but their views have not been preserved for us.

This movement never developed beyond the dream stage, but it bears witness to the concern of Brethren for improved educational opportunity in communities which were void of such facilities.

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The Tennessee project is unique among the Brethren in that it seems to have been the first effort to establish a school by official action of a district conference. It also has the distinction of being the second attempt among the Brethren to organize a school as a stock company. There is no later reference to this movement in the official records of the district. The subscription paper for the sale of stock provided that in case they failed to secure sufficient funds to purchase a site and to construct and equip a suitable building, all subscriptions should become void. The movement evidently succumbed to this clause of that agreement.

Twenty years later another attempt was made to establish a school in eastern Tennessee, but it was argued that the Brethren had already established more schools than their resources would justify. This wise counsel prevailed and the Tennessee Brethren later threw their support to Daleville College, and still later to Bridgewater.

Chapter IV

LATER ADVENTURES IN EDUCATION

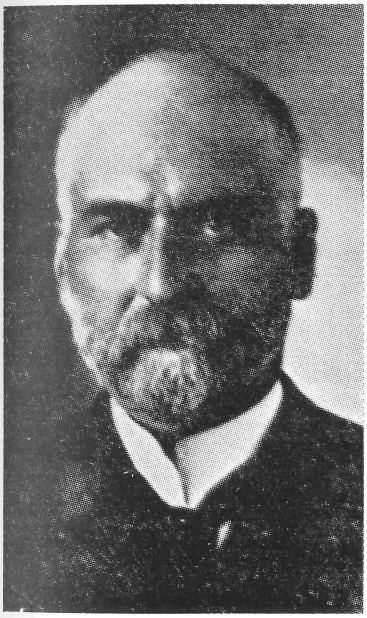
The Brethren were particularly active in establishing schools during the closing years of the nineteenth century. The period from 1895 to 1900 witnessed the founding of eight or more schools throughout the Brotherhood. These efforts included Manchester College and Bible School, North Manchester, Indiana, 1895; Plattsburg College, Plattsburg, Missouri, 1897; Fruitdale Seminary and Citronelle College, Fruitdale and Citronelle, Alabama, 1897; Prince William Normal School and Hebron Seminary, Brentsville and Nokesville, Virginia, 1899; Smithville Collegiate Institute, Smithville, Ohio, 1899; Maryland Collegiate Institute, Union Bridge, Maryland, 1899; and Elizabethtown College, Elizabethtown, Pennsylvania, 1900. More than half of these endeavors fall in the scope of this study and will be considered in the order of their establishment.

The Southern Alabama Adventure

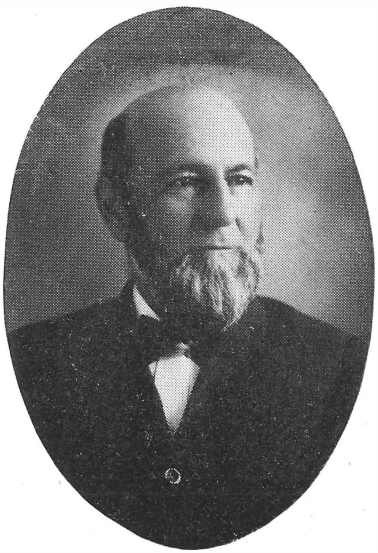
The most exciting and perhaps the most ambitious adventure in education among the Brethren was in southern Alabama. Launched in 1896, it involved two institutions known as Fruitdale Seminary and Citronelle College. These institutions represented a single movement and were promoted by the same leaders under the same organization as co-ordinate and supplementary institutions. The Seminary, considered a "feeder" institution for the College, was located in the town of Fruitdale, formerly known as

John J. John

Frank E. Williar

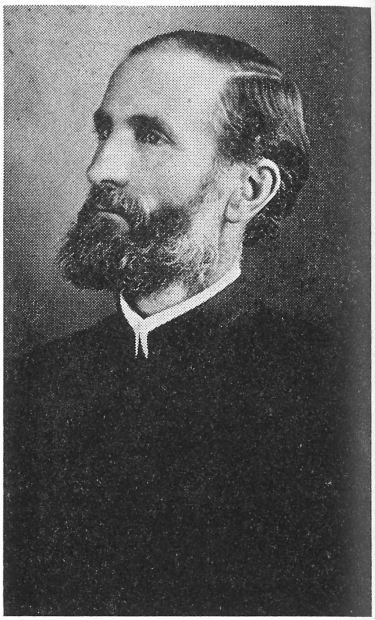


J. B. Wrightsman

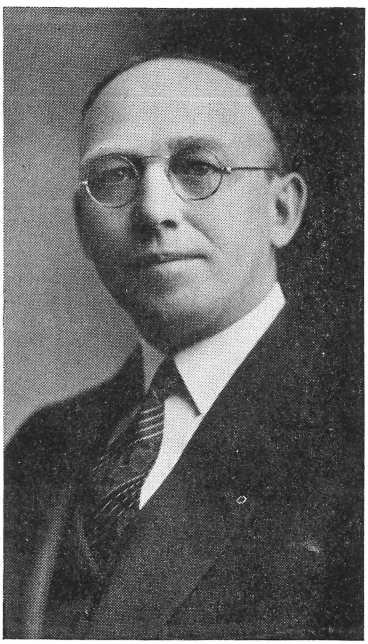


D. M. Long

I. N. H. Beahm



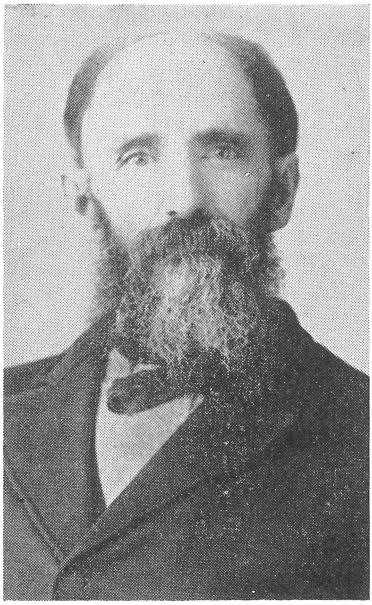
D. N. Eller



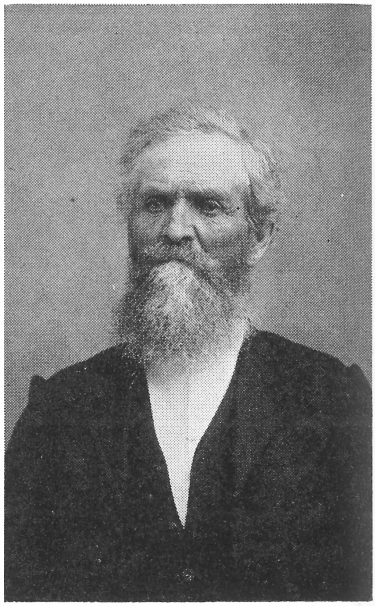
Roy D. Boaz

Norman Seese

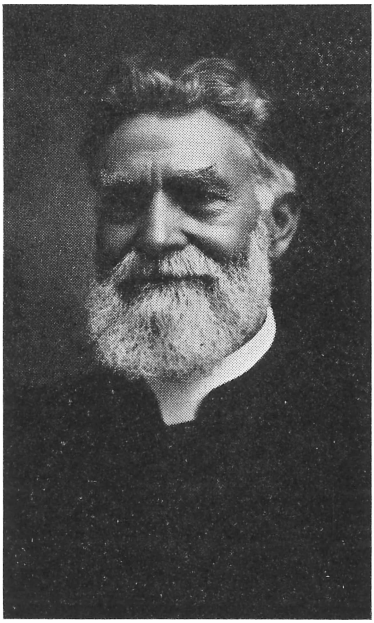
Fruitdale Academy, Fruitdale, Alabama



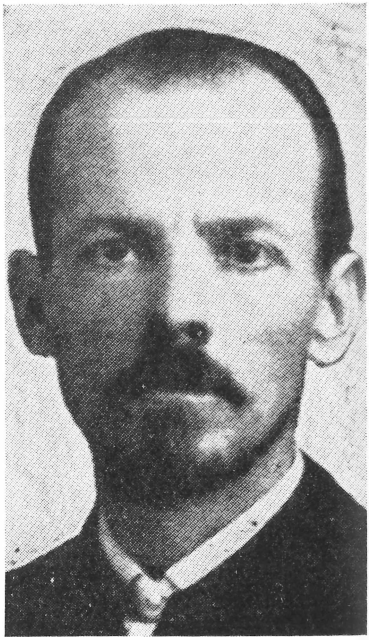
M. Nead



J. B. Pence



N. B. Sherfy



James M. Neff

Lumberton. The College was located about twenty miles to the south of Fruitdale in the town of Citronelle.

The State of Alabama at the end of the nineteenth century was still educationally and industrially backward. That was especially true of the south-central part of the state. This community, however, took on new life around 1890 when the Mobile and Ohio Railroad, which had been constructed prior to the War Between the States, announced the extension of its line westward into St. Louis. This road is now known as the Gulf, Mobile and Ohio. The government transferred vast tracts of land to the company in order to assist and encourage its development and extension. It is said that alternate sections of land along the right of way from three to five miles deep were given to the railroad. The company, in turn, offered this land to the public at fantastically low prices. Many land companies were organized to sell it and a movement of colonization was promoted throughout the country. The Franklin Land Company, the Alabama Land Company, the Fruitdale Land Company, and others were in operation with agents and representatives in many Northern communities. The Brethren were connected with some of these movements as agents and promoters. In 1897, S. F. Sanger, one of the founders of Bridgewater College, reported a trip to Fruitdale during which time he "stopped in the home of J. M. Stover, Superintendent of the Fruitdale Land Company." Mr. Stover was a Brethren leader and Mr. Sanger was probably exploring this area from a business and perhaps a religious point of view.

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One of the handicaps of the community was the absence of school facilities. This was a severe impediment to the colonization movement and offered a challenge to those who

were educationally minded among the Brethren. One of these was James M. Neff, a graduate of and former teacher at Mount Morris College, Illinois. Mr. Neff, a native of Covington, Ohio, had come to Alabama in search of a mild climate in which to combat a lung disorder. He responded to the educational demand of the community and organized in 1895 "the Brethren School Company" with himself as president.

The certificate of incorporation was filed on September 11, 1895, for the "purpose of maintaining and conducting a school or academy at Fruitdale and Citronelle, Alabama, for the education of all such scholars as may apply for admission therein and of acquiring, holding, enjoying and disposing of all such property, both real and personal, as the nature of the business may require."[1] The incorporators and the first Board of Trustees named in the charter were Naaman R. Baker, Joseph W. Stutzman, and Aaron D. Stutzman. James M. Neff signed the application for the charter along with N. R. Baker and A. D. Stutzman.

This organization was set up as a stock company with thirty-four shareholders drawn mostly from Brethren people of the Ohio-Indiana-Illinois area.

The company became heavily involved in the land movement and the proposed school development undoubtedly strengthened the appeal of the community to Brethren people of the North. The company purchased about three thousand acres of land in the Fruitdale area and dreamed of and promoted a large Brethren settlement in this section of the South. A considerable company of Brethren from these Northern states purchased land and established homes in and around Fruitdale. Being good

[1] Probate court, Mobile County, Alabama, Incorporation Book, 3, page 11.

farmers, they inaugurated an agricultural development on a large scale. They planted hundreds of acres to peach trees. One man alone is said to have planted two hundred acres. They planted pecans, tomatoes, asparagus, strawberries, and other fruits and vegetables. The railroad offered free transportation to prospective settlers from the North. Brethren came by scores to purchase cheap land and remained to establish homes. Lumberton, a typical lumber town in the pine country of the South, was transformed into a paradise of great beauty in the early spring with acres and acres of peach trees blooming and trainloads of fruit and vegetables moving in their season to Northern markets.

Under the enthusiasm of this development, the name of the town was changed to Fruitdale. The Brethren led and assisted in many other developments. A large canning plant for processing tomatoes was organized, an enormous packing shed for that day was constructed for handling fruit and vegetables, a general store was opened, a sawmill was put in operation, a creamery was started, and a bank and a printing company sprang up. A newspaper, the *Fruitdale Herald,* was started with James M. Neff as publisher and editor.

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This development in a country without adequate school facilities created an urgent need for better educational opportunity. There was almost no public education at the time and the impoverished state was helpless to cope with the situation. The Brethren School Company was the answer to this difficult problem at Fruitdale. In 1895 the school company set aside a portion of their large land holdings at Fruitdale for educational purposes. It was known as the "Seminary Addition to the Town of Fruitdale, Alabama." The plat, consisting of thirty-five lots,

some of them unusually spacious, provided locations for the Seminary, the church, and faculty residences. The names of the streets evidently honored the men who were promoters of the enterprise: Neff Avenue in honor of the president of the company; Baker Avenue honoring B. B. and N. R. Baker, both prominent in the movement; Hershey Avenue honoring Daniel Hershey, a leading churchman; Stutzman Avenue in honor of A. D. and J. W. Stutzman; and Seminary Avenue, indicative of the proposed location of the new school buildings to be constructed. This layout was recorded at the county seat on February 20, 1896.

The *Gospel Messenger* of July 25, 1896, reported through a correspondent from the church organized at Fruitdale on April 18, 1896, that they expected to "use as a place of meeting the chapel of the Seminary which is nearing completion and will be ready for the opening of school on September 2." This is apparently the date on which the first session was opened. It seems that Jacob J. Good was the principal. The *Gospel Messenger* of November 7, of the same year, in a report from James M. Neff, states that a "two story building fifty by sixty feet with nine classrooms and a chapel has been completed at Citronelle, and Citronelle College is in operation with N. R. Baker in charge." The report indicated that among the teachers were Anna Whitmore, Mary E. Martin, and C. A. Mueller.

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It seems, therefore, that these two schools were started at the same time. It is doubtful whether a catalog for either school was ever published and no other records seem to be in existence. It is impossible to know what was offered by way of curriculum and there is no complete roster of those who served as teachers. It is likely that the curriculum

was patterned after that of Mount Morris College and that the courses offered in both institutions were of elementary and high school grade. It is doubtful that Mr. Neff actually taught in either school. He was the promoter and general executive of the school company, which had many interests. The schools were administered by others and it seems clear that Jacob J. Good was the first principal at Fruitdale and N. R. Baker at Citronelle. Relying on the memory of those still living who knew the movement, it appears that among the faculty were P. H. Beery, of Ohio; Ida Miller, of Indiana, who in later life was Mrs. Otho Winger; L. M. and Bertha Neher; Lena Mohler; Charles Trump, who later moved to Texas and was a member of the family which made possible the current operation carried on at Falfurrias, Texas, by the Brethren Service Commission; Alta Welsh; and finally C. W. Thomas, who transferred from the University of Iowa to Citronelle College in order to complete the junior and senior years of his college course. Upon arrival, he found that he was about two years ahead of most of the teachers with his education. Hence, instead of entering the junior class, he entered the faculty and spent the rest of his days in Citronelle as a newspaper publisher and community leader. Mrs. Thomas is currently postmistress at Citronelle.

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The Alabama adventure was of short duration so far as the Brethren were concerned, but it was a crusade for education which has left a permanent impress upon Southern life. The peach business fell victim to the San Jose scale. There was then no known treatment for the disease. Great orchards were rendered unproductive. The fruit business disintegrated with devastating effect upon the community. Many of the people were heavily in debt. The school com-

pany itself was under a burdensome mortgage with large real-estate holdings which produced no income and could not be readily liquidated. The people became discouraged. Many farms were sold at heavy sacrifice and an exodus from the community began. Attendance at the schools, as was to be expected, was small from the beginning; and it experienced a rapid decline during the migration of patrons to other communities. The financial reverses suffered by the Brethren here at this time caused them to abandon the schools they had started. The properties were finally taken over by the public school movement which was emerging in the South. The Fruitdale building was finally demolished and the Citronelle building was destroyed by fire. The only material witness left to this noble and courageous adventure in education is an old chimney with its fireplace intact, which stands in a pasture field on the outskirts of the town of Citronelle. The movement as an enterprise of Brethren people came to an end near 1900.

* * * * *

This educational adventure was one of those movements which find life by losing it. These schools were gradually and almost imperceptibly transformed into public schools. Students who attended sessions in these buildings, as they now look back on their school days, are not always certain whether they attended public or private school, so gradual was the transformation. Many of those who taught in Fruitdale Seminary and in Citronelle College remained to teach in the public schools to which these Brethren institutions gave needed incentive and for which they provided the first facilities.

The movement is still highly regarded by those whose memories extend back to 1896. An aged citizen, who knew

the movement in both communities, in answer to a question concerning the quality of education offered by the Brethren, responded: "The schools were of the highest quality, and the men and women who taught in them were people of charm and ability." The sands of Alabama, therefore, bear scant testimony to this movement, but its "footprints on the sands of Time" can never be obliterated. The town newspaper of Citronelle, known as the *Citronelle Call,* is the successor to the college newspaper of Citronelle College, which was known as the *College Call* and was first edited by B. B. Baker. It was taken over in 1900 by C. W. Thomas, the young instructor previously mentioned. He changed the name and edited and published it as the town paper until his death in 1924. The newspaper of Fruitdale, the *Fruitdale Herald,* was founded by James M. Neff and was the medium through which he promoted the schools of the system.

Mr. Neff was injured by a runaway team in 1900 and experienced a relapse in health. He moved to the West by a slow and circuitous route in what he called "the mission wagon," searching for a climate more favorable to his tubercular condition. The Bakers, both ministers of the Church of the Brethren, remained in Alabama to make a large contribution to the life of the state. B. B. Baker became a leader in public education and served as teacher, principal, and county superintendent. N. R. Baker was associated with the public school system of Mobile and later served as state superintendent of rural education, in which position he made a lasting contribution to the State of Alabama in the development of rural schools. He was later associated with the school system of Birmingham and with the Beta Club movement, an honorary scholarship fraternity among high school students. He organized a club in the

Fruitdale High School which is still an active influence for high scholarship.

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Among others who came to Alabama under the influence of this movement and remained to make their contribution to education and to the Church were William E. White, his brother, Frances M. White, and Glen W. Petcher. Messrs. Petcher and W. E. White leased the Fruitdale building after the school company withdrew and operated a normal training school for a short time, using the first floor for classrooms and the remaining portion of the building for dormitories and boarding facilities. The attendance was not sufficient to maintain the school and these men turned as teachers to the public schools. Mr. White became principal of the Fruitdale Public School, which operated in the Seminary building, and Mr. Petcher became principal of the public school at Wilmer, Alabama. They continued to train teachers for the public schools by means of night schools and classes in their own homes. Mr. White taught in the public schools until his death. Under their influence, many young people were inspired to continue their education. Bridgewater, Daleville, and Manchester colleges can all bear witness to the quality of youth which came from this Alabama community. Some of these young people returned after college graduation to serve the community, and others succeeded to positions of trust and leadership in other parts of the world. Many became public school teachers in Alabama on the basis of the training and inspiration they had derived from Fruitdale Seminary and Citronelle College.

This movement in Alabama was not only a crusade for education. It was also a movement designed to plant the Brethren faith in the South. Mr. Neff, the Baker brothers,

the Nehers, the Hersheys, the Whites, the Petchers, the Millers, the Carpenters, the Clagues, and others who followed in the wake of this movement, were also moved by a missionary motive. The churches which still stand at Fruitdale and at Citronelle as a direct result of the school movement bear witness to the spirit and purpose of those who were not only teachers and educators but also evangels of the Gospel.[2]

Adventures in Eastern Virginia

Prince William Academy

The movement which led to the organization of Prince William Academy and later of Hebron Seminary,[3] at Brentsville and Nokesville, Virginia, respectively, had its beginning at an auction sale at Brentsville in February of 1897. Cheap land had attracted a migration from the Shenandoah Valley and other parts of Virginia into the eastern section of the state, especially into Prince William and Fairfax counties. Among these settlers were young people from Brethren families, some of whom had been students at Bridgewater and other colleges. They were, therefore, educationally minded and stood ready to respond to movements for community betterment.

The county seat of Prince William County had been moved from Brentsville to Manassas in 1894. The jail and courthouse at Brentsville, erected in 1822 with brick said to have been shipped from England, had been in use for three quarters of a century. These buildings had now been abandoned and were finally ordered sold at public auction. I. N. H. Beahm, an ardent advocate of education among the Brethren and previously connected with both Bridgewater

[2] Sharp, S. Z., *Educational History,* pages 216-220.
[3] *Ibid.,* pages 205-216.

and Daleville colleges as student and teacher, was present at the auction. Other men of Brethren connection were also present. They had undoubtedly given previous consideration to the idea of a Brethren school in that area. Encouraged by his friends and associates, Mr. Beahm proposed a bid of five hundred seventeen dollars for both buildings. This proved to be the successful bid. The prison cells were promptly removed and the space converted into classrooms.

Mr. Beahm was ready for a "trial run" within a few weeks and on April 5, 1897, he opened school for an eight weeks session with an enrollment of twenty-eight students. He later bought for chapel purposes an adjacent building, an old stone church originally built by the Episcopal Church, for which he paid two hundred fifty dollars. He now owned a school plant of three buildings with an investment of less than one thousand dollars. The school was christened Prince William Normal School and was opened purely as a personal enterprise for its first regular session in September 1897. There was a registration of about fifty students. Mr. Beahm served as principal and general manager until June 1899, when he withdrew on account of a break in health. His brother, J. C. Beahm, was associated with him as vice-principal and treasurer. The teachers included P. Sherman Davis, O. P. Bucher, George Bucher, Crissie Hedings, E. C. Crumpacker, W. C. Moomaw, and D. W. Grist.

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I. N. H. Beahm, seeking a milder climate, moved to California, where he soon accepted the presidency of what is now La Verne College. He was succeeded as principal at Brentsville by his brother, J. C. Beahm, in the fall of 1899. Prince William Normal School, as was to be expected, experienced hardship and struggle. There was mounting

indebtedness, and in 1902 the continuance of the school as a purely personal enterprise seemed impossible. This situation resulted in the formation of a company of local citizens, mostly Brethren people, which bought the property and assumed control of the school in June 1902. The name was now changed to Prince William Academy. The men who formed this company of directors were S. H. Flory, W. F. Hale, M. G. Early, J. A. Hooker, R. E. Wine, H. W. Herring, D. F. Kerlin, J. S. Huff, Solomon Spitzer, and J. C. Colvin.

J. C. Beahm continued in the principalship until December 1903. He was succeeded on January 1, 1904, by Jacob A. Garber of Rockingham County, who completed the session. Mr. Garber was succeeded in September by George A. Layman of Botetourt County, who served for one year.

The frequent change in principalship is indicative of the difficulties which confronted the school. Patronage did not develop as was anticipated, and it became increasingly difficult to finance the movement. The property was, therefore, sold to the county school authorities during the summer of 1905, and Prince William Academy under private sponsorship closed its doors. The county used the building for several years for public school purposes. The jail and the courthouse building are still standing and have recently been designated by the state for preservation as of historic and architectural interest.

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This school exerted a tremendous influence in the community during its years of operation. It attracted students from a rather wide area. Many of them continued their education and became prominent leaders in religious,

educational, and professional circles. It is impossible, because of the absence of records, to reproduce a list of students who attended the school, but J. A. Hooker, now the only living sponsor, recalls the names of some of the first students who distinguished themselves in later years. Among them are W. C. Moomaw, who in later life was a dentist; S. S. Conner, physician; J. Murray Taylor, minister; I. S. Flory, professor of law at the University of Louisiana; W. C. Reed, surveyor; George Colvin, businessman and farmer; N. A. Seese, missionary and minister; G. C. Berkheimer, prominent physician; W. R. Hooker, college professor, farmer, and businessman in Virginia and Florida; J. C. Hylton and Lester Hooker, prominent attorneys; George Beahm, farmer and minister; J. Albert Seese, teacher and builder; E. S. Hoon, builder and contractor; J. H. Rollins, teacher; and B. D. Kerlin, minister in Virginia, Indiana, Iowa, and Idaho. The school was coeducational and it is known that Mrs. Ella (Early) Flory, Mrs. Daisy (Early) Crumpacker, Vernie Baker, Fleeta Hale, Mollie Utz, and others of whom no record is available were members of the student body.

Hebron Seminary

Educational sentiment among the Brethren people did not die in Prince William County with the closing of the school at Brentsville. There were those who, in spite of the failure of that venture, continued to dream of a revival of the movement.

I. N. H. Beahm, improved in health, had been called from California to assume the presidency of Elizabethtown College in Pennsylvania. A second relapse in health compelled him to relinquish his duties in 1907 and to resign from the presidency in 1909. He returned to his home at

Nokesville for rest and recuperation. The enthusiasm which he always had for education and the inspirational power which he exerted over others became the center of a revival of the educational movement which had been inaugurated at Brentsville ten years before. Mr. Beahm had received some funds from friends in Pennsylvania for a new venture in education. W. F. Hale and H. W. Herring of Nokesville made substantial gifts toward the movement, and generous gifts were made by others. This resulted in the establishment of Hebron Seminary at Nokesville in 1909. A commodious frame building was constructed that summer.

The first session opened in September with I. N. H. Beahm as principal. The building was dedicated soon after the opening of the session. Professor Daniel C. Flory, the founder of Bridgewater College, delivered the dedicatory address. He advocated in his address the establishment of schools under religious auspices and challenged the Brethren to provide superior educational advantages for their own and for their neighbors' children. He also answered the objection that establishing another school in Virginia would interfere with the stability of the school already established at Bridgewater by stating: "The establishment of a strong school east of the Blue Ridge Mountains should strengthen the school in the Valley. If the school at Bridgewater is so weak that this enterprise at Nokesville endangers its future, then it cannot and perhaps ought not to endure anyhow." This was strong encouragement, coming as it did from the founder of the school in the Shenandoah Valley, and perhaps revealed something of a hope that new and more faithful champions might arise for the principles which he advocated.

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The promoters of this movement at Nokesville in reality dreamed of an institution of higher education. Efforts were

made to hold early graduates for advanced study with assurances that provision would be made for the completion of the college course. It was perhaps the substantial progress being made at Bridgewater in the field of higher education at this time which forestalled the college movement at Nokesville.

This movement, in what was known among the Brethren as the Eastern District of Virginia, was carried on for fifteen years almost wholly as a private enterprise but in close affiliation with the Church. The local church people gave warm and generous support to the school. The chapel of the Seminary served as the sanctuary for the Nokesville Congregation, and its classrooms were used for Sunday-school purposes. The community was proud of the school. Businessmen, regardless of church affiliation, rendered devoted service to the Seminary. Among these citizens was W. R. Free, Jr., farmer, merchant and lumberman, who contributed a choice site for the school and gave generous support throughout his lifetime. J. C. Colvin and Thomas H. Lion, prominent in the affairs of the community, out of their esteem for the Brethren and their devotion to education were always loyal supporters.

The men who served on the Board of Trustees were mostly young and aggressive businessmen of the Brethren faith. Some of the older men were associated with the Brentsville movement. M. G. Early was chairman of the Board for the major part of the history of the school. H. W. Herring was vice-president. Lewis B. Flohr was secretary until 1915 when he was succeeded by E. E. Blough. W. H. Sanger was later made an ex-officio member and secretary of the Board. Others who served as Trustees were W. F. Hale, J. T. Flory, A. K. Graybill, E. H. Jones, J. A. Hine-

gardner, B. F. Glick, R. J. Miller, J. J. Conner, H. F. Myers, W. D. Nolley, S. C. Harley, G. A. Maupin, and C. H. Petry.

The principalship of the school was filled by I. N. H. Beahm from 1909 to 1911 and by W. A. Myers from 1911 to 1912. L. B. Flohr and A. H. Graybill were co-principals from 1912 to 1913. I. N. H. Beahm returned to the principalship from 1913 to 1915 in an effort to stabilize the school. H. Sherfy Randolph served as principal from 1915 to 1916; Noah M. Shideler from 1916 to 1918; F. J. Byer from 1918 to 1921; and W. H. Sanger from 1921 to 1924.

The principal always carried a heavy teaching load and was assisted usually by young teachers recently out of college who were chosen for their ability and their sense of mission in the world. They exerted a positive influence on their students and many of them advanced to positions of trust and influence in the Church and in education.

G. A. Layman was connected for many years with the public schools of Roanoke City. H. S. Randolph became a national executive with the Presbyterian Church with offices in New York City; N. M. Shideler became a prominent minister with pastorates in Pittsburgh and Roanoke; J. A. Garber was prominent in business, religious, and political life in the Shenandoah Valley; E. S. Kiracofe became a professor of education in Juniata College; Mabel Pence became a musician widely known for her art and charm; Densie Hollinger became a teacher of religion and a home missionary; R. G. West was a prominent pastor and evangelist in Virginia, Texas, and Colorado; J. F. Graybill gave many years of service as a missionary in Sweden; B. Mary Royer was a missionary to India, of whom it was once said: "Angels must look like Mary Royer." W. K. Conner and E. C. Crumpacker were prominent in Church life through-

out their lives. There were many others who cannot be listed on account of destroyed records.

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The rapid rise in standards for institutions of higher education was an impossible barrier to any ambitions which the promoters had for developing a college, even of junior rank, at Nokesville. The multiplication of high schools in Virginia and the popular response of the people of the state to that movement gradually limited the field of private academies. The standardization of high schools also imposed an almost impossible hurdle for struggling private schools. Hebron Seminary was caught in this struggle as were many other private academies in Virginia. Valiant efforts were made by the Board of Trustees to stem the tide of rising costs in education, but the financial load gradually became too burdensome.

In 1915 the Trustees decided to lay the problem of financial support before the churches of the Eastern District of Virginia. On February 27, at a special district conference in the Midland congregation, careful consideration was given to the situation and after a day of deliberation the conference decided to assume responsibility for the Seminary. It, therefore, became an official institution of the Church. It was not possible, however, to arrest the forces which were closing in upon the school by a mere shift of responsibility from private individuals to churches, many of which were limited in resources. The intensity of the struggle that continued may be judged from an action of the Board on October 17, 1921. The secretary was ordered to "write the churches of the District to have some one appointed in each congregation to solicit for anything they wish to give in the way of vegetables, fruit, meat, butter, flour, chickens, wheat,

corn, hay, oats, rye or fodder." This movement evidently brought small relief, for three months later it was reported to the Board that the committee had found a party who would loan the school one thousand dollars to meet current expenses upon satisfactory security. The loan was closed upon the personal endorsement of the members of the Board.

During this period the larger problem of education within the Church was being considered. The Trustees of Hebron Seminary met in joint session with the Trustees of Bridgewater College on August 8, 1921, in the Warren County courtroom at Front Royal, Virginia, to consider the problem of standardization of both the College and the Seminary. It was agreed that the Brethren could not offer less than standard educational advantages to their young people at either the college or the academy level of education.

The final outcome of this conference was an affiliation between Bridgewater College and Hebron Seminary under an interlocking trustee board and an agreement to close the Academy then affiliated with Bridgewater College and to proceed at once with the standardization of Hebron Seminary. This was the beginning of a consolidation movement among Brethren educational institutions of the Southeast which finally involved all the schools of the region.

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F. J. Byer was serving as principal of the school at this time. The teachers were DeWitt H. Miller, Mabel Pence, Sarah Beahm, Elizabeth Gingrich, Mary Miller, Mr. and Mrs. I. J. Gibson, Densie Hollinger, Nettie Maupin, and others who served for short periods of time. Principal Byer made a desperate effort to standardize the school under State of Virginia regulations. He cleared the school of debt and

sought to establish an endowment fund for the support of the institution. Laboratory equipment was added, the library expanded, and an effort made to secure the endorsement and support of the Church of the Brethren on a Brotherhood-wide basis. The curriculum at this time had been expanded to include an addition to the college preparatory course, a "normal English course" for the training of teachers for the public school, a Bible department, and courses in agriculture, domestic science, expression, and music. Efforts were made to encourage students in excellence of performance. Prizes were offered in scholarship, oratory, debate, and essay writing. These were supported by prominent citizens who gave earnest support to the school. Among them were the Honorable H. Thornton Davies, the Honorable Thomas H. Lion, the Honorable C. J. Meetye, the Honorable A. J. Hooker, and Judge C. E. Nicol.

This movement came too late, however, and Brethren resources were not adequate to carry the educational load which had been projected. Finally, on August 5, 1924, the Trustees who were responsible for the operation of Hebron Seminary met with E. E. Blough, presiding, and with W. F. Hale, H. F. Myers, J. A. Hinegardner, A. K. Graybill, W. D. Nolley, S. C. Harley, J. J. Conner, W. H. Sanger, and M. G. Early present and prepared a statement for the district conference of Eastern Virginia which embodied this recommendation: "The Board of Trustees of Hebron Seminary recommends that it be authorized to close the school and asks District Conference to give instructions for the management or disposal of the property."[4]

The conference which followed a few days later authorized the Trustees to "cease operation for a year or more, if necessary, and to perfect in cooperation with the

[4] District conference minutes, Eastern District of Virginia, 1924, page 1.

Nokesville Congregation, an appropriate plan for caring for and utilizing the property and to also make a canvass for lifting the operating indebtedness incurred during the last three years."

The local church leased and finally bought the school property. It continued to be used for church purposes until about 1946, when the Seminary building was demolished and a modern church constructed on the site.

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It should be recognized that these two endeavors in Eastern Virginia were pioneer enterprises. There were few high schools in the entire State of Virginia when these schools were launched. Prince William and the surrounding counties had no high schools and public education was woefully inadequate. Brentsville Academy and Hebron Seminary exerted a tremendous and a lasting influence in the eastern part of the state as centers of educational and religious activity. They created a new educational atmosphere and fostered an interest in cultural values which lifted the horizon of the people whose lives otherwise would have been circumscribed by smaller things. They fed into education, into religion, and into the business and professional life of the community streams of influence which have made that community one among the most progressive communities in the State of Virginia.

Maryland Collegiate Institute

In the year 1899, a second educational enterprise was launched by the Brethren in Maryland. Its beginning was in direct contrast to that of Linden Seminary of Hagerstown in 1882. In fact, Maryland Collegiate Institute of Union Bridge was unique and different in its beginning from any

other Brethren school of the Southeast, and perhaps of the entire Brotherhood, in that its establishment was officially endorsed by the Church prior to its organization. The Sams Creek Congregation petitioned the district conference of April 18, 1899, to "take some steps toward the establishment of a Brethren school in the Eastern District of Maryland."[5] This conference decided to appoint a committee of five Brethren to "see what could be done toward establishing the said school." It named John E. Senseney, Ephraim Stouffer, Amos Wampler, John S. Weybright, and William E. Roop as the committee. These men reported to a special district conference on August 29, 1899, to the effect that they had found need for such a school, that sufficient money could be raised, that teachers would be available, and that a room large enough to accommodate two teachers and fifty students could be secured on the second floor of the Union Bridge Banking Company building for the sum of one hundred twenty-five dollars per year. They requested the district meeting to sanction the movement. A motion was offered, and promptly and unanimously passed, "that the District Meeting of Eastern Maryland favor the proposed school." The movement, therefore, was inaugurated with the full and official endorsement of the Church.

This movement was unique in another respect. On January 31, 1900, the inevitable question arose: "What of the future?" The vote was unanimous to continue the school another year and to proceed to form a corporation. "How shall we incorporate?" was an item on the agenda. The record shows that it was moved and passed "that we incorporate as a stock company." It was subsequently decided to offer one thousand shares of stock at twenty-five dollars per share.

[5] District meeting minutes, Eastern District of Maryland, 1899, Query 2.

These two features of the movement are strikingly parallel to the plans of the eastern Tennessee movement of eight years earlier and of the Mountain Normal School of Floyd County, Virginia, in 1893. No connection, however, has been discovered among these movements.

The Brethren School Committee, as it was called, met on September 5, one week after its appointment, and elected William E. Roop president of the proposed school and "agreed to stand by him." The plans developed with amazing dispatch from this time on.

The next meeting was held on September 15. It was a policy meeting. The school was named Maryland Collegiate Institute. It was to be coeducational and nonsectarian, but thoroughly Christian. The course of study was outlined to include the common school branches, a course in Bible study under the president, a normal course for teachers, and the classical and scientific courses which "offer a maximum preparation for college entrance."

This meeting also considered the equipment needed and authorized the purchase of desks, blackboards, tables, chairs, hat racks, and other necessary items. It authorized the printing of the announcement of the opening and arranged the details of the convocation program.

The next meeting was called for October 3. It dealt mainly with faculty appointments, contracts, salaries, rates, and business matters. A letter was read from I. N. H. Beahm of California, offering his services. President Roop recommended that W. M. Wine be appointed principal. He agreed to consider the appointment on condition that Mr. Beahm be employed as assistant "principal and solicitor." When Mr. Beahm finally declined the appointment, Mr. Wine waived the condition and accepted the principalship.

The committee demonstrated remarkable efficiency in

that within sixty days after the official approval by the district conference of Eastern Maryland, they were prepared to open the first session of Maryland Collegiate Institute. The official opening was observed in a special convocation on November 1, 1899, at 10:30 A.M. A company of about two hundred patrons and citizens assembled for the occasion. Inclement weather kept many others from the service. Elder J. T. Kolb read a lesson from Proverbs 8:1-12 and offered the invocation. President William E. Roop delivered an introductory address. George R. Gehr, president of the Carroll County School Board, spoke words of encouragement and congratulation. Other speakers were D. L. Farver, school examiner; C. H. Stien, representing the citizens of Union Bridge; K. Otis Spessard, representing the ministers of the community; and W. M. Wine, the newly elected principal, representing the faculty. Vocal music was supplied by J. P. Weybright, Rachael Pfoutz, and May Snader. Elder E. W. Stoner concluded the service with prayer and at 1:30 P.M. teachers and students met in the town hall to organize the classwork. Twenty-four students were registered with prospects for "double that number in the near future," according to the newspaper account of the occasion.[6]

THE FIRST FACULTY

The first faculty consisted of William E. Roop, president; W. M. Wine, principal; S. D. Zigler, instructor in mathematics and commercial subjects; and Emory C. Crumpacker, instructor in penmanship, mental arithmetic, and the sciences. Messrs. Roop, Wine, and Zigler had been former students and teachers at Bridgewater College, Virginia.

[6] The *Carroll Record* (Carroll County, Maryland), issue of November 4, 1899.

DEVELOPMENT OF THE SCHOOL PLANT

It took courage to launch a second session, but the men of the committee and of the faculty decided to go on. The stock was sold, articles of incorporation were agreed upon, bylaws were drafted, faculty contracts for the second year were approved, the purchase of a building site was authorized, and plans for two buildings were inaugurated.

On March 12, 1900, about five acres of land were purchased from the William Ogborn farm as a site for the school. This tract of land lay in the town of Union Bridge, "fronting on the Pike." The cost was $1,483.12. On the same day a contract was concluded with W. M. Wine to operate the school for the second year. The School Committee agreed to erect two suitable buildings and furnish them appropriately; to provide ample water for the school; to furnish one musical instrument, one unabridged dictionary, and one encyclopedia; and to pay for the printing of the catalog. Mr. Wine agreed to operate the school, employing and paying all help, including teachers, cooks, janitors, and other laborers; to furnish the fuel; to assume the expense of normal upkeep on equipment; and to conduct the student solicitation. He was to receive for his services the total income of the school with one limitation. It was provided that in case the income should exceed five hundred twenty-five dollars such surplus should be shared with the Committee. In case the income should be less than that amount, the loss also was to be shared, except that the "maximum loss to the committee was not to exceed two hundred sixty-two dollars and fifty cents." Mr. Wine had no such protection.

Plans and specifications for two buildings were approved and the contract for construction was signed on April 3, 1900. It bore the signatures of John E. Senseney, Ephraim

Stouffer, Amos Wampler, and John S. Weybright, parties of the first part, and Joseph Wolf and John B. Rakestraw, parties of the second part. The consideration was $11,500 and the buildings were to be completed on or before September 1 of that same year.

The contractors delivered the buildings on schedule and the second session opened on Tuesday, September 25, 1900, in new quarters. One building, fifty-eight by forty feet, provided dormitory accommodations for men and the necessary classrooms. The other, thirty-five by forty-three feet, was a dormitory for women and provided for the boarding department, the chapel, offices, and social rooms. Inclosed corridors connected the buildings so that there was no necessity for exposure to inclement weather.

The opening convocation for the second session was a demonstration of great enthusiasm for the school. The new chapel was filled to overflowing. Elder Uriah Bixler read a lesson from Psalm 19 and offered prayer. Addresses were made by Messrs. Roop and Wine. Music was provided by C. W. Roller and short talks were given by other teachers and leaders of the community. Gifts were received from friends, which included a "program clock," a "handsome Carpenter organ," and other useful articles. The registration, which was conducted in the afternoon, reached eighty-nine students.

CHARTER AND BY-LAWS

"The articles of Incorporation" were dated March 1, 1900. The incorporators were John E. Senseney, Ephraim Stouffer, Amos Wampler, William E. Roop, and John S. Weybright, all of Carroll County, Maryland. These men were necessarily stockholders and were declared to be the Trustees for managing the school during its second year.

The charter was brief and simple. The purpose of the corporation was to "provide educational opportunity and to promote and encourage education." It provided that "no person shall be employed as principal, teacher, or assistant teacher . . . who is not a member of the 'German Baptist Brethren Church.'" Members of the school staff were to be required before entering upon their duties to "promise to conform to and to carry out the general order and principles of the said church as taught by said church in General Conference, especially the principles of nonconformity to the world." A similar charter provision applied to students in attendance who were members of the German Baptist Brethren Church.

PROBLEMS EMERGE

No other school in the scope of this study began with an officer bearing the title of president. That office became the focus of an early problem in human relationships for Maryland Collegiate Institute.

W. E. Roop was made a member of the committee charged with inaugurating the school movement in the Eastern District of Maryland. He was a logical choice for the task. He had attended Yale University for a short time and held a Master of Arts degree. He had served on the faculty of Bridgewater College in the session of 1888-89. He had traveled abroad and belonged to a family of influence and of substantial resources. The very first action of the Brethren's School Committee was to elect William E. Roop president. Thirty days later, as we have seen, W. M. Wine was elected principal. Unfortunately the duties of these offices were not clearly defined and lines of authority were confused and uncertain. There is no record of any contract with Mr. Roop, and he seems to

appear on no payroll. The administrative officer was the principal. He met with the School Board, as it was then called. He employed the teachers and administered the affairs of the school. On September 25, 1900, at the beginning of the second year, Mr. Roop asked the Board to define the relationship of the president to the faculty. The answer was that the "president should attend one faculty meeting each term." Since the school session was then divided into two terms, his duties were not very arduous and were equally nebulous.

The question persisted through most of the second session. On March 26, 1901, the Board, in a further effort to clarify the situation, decided that "W. E. Roop should serve as *nominal* president during the coming year." That decision applied to the session of 1901-02. On April 8, Mr. Roop advised the Board of his willingness to serve as president, "but with the clear understanding that the office is not merely a name or an honor, but carries with it the duties which commonly belong to such an office." On April 20, the Board passed a resolution to the effect that the name of Mr. Roop "would not appear in the forthcoming catalogue as president of Maryland Collegiate Institute of Union Bridge, Maryland." This action apparently led to his resignation, which was accepted by the Board on May 23, 1901. Mr. Roop's name and the title of president were dropped from the catalog with that action. Perhaps for diplomatic reasons the title of principal also was dropped. It was not until the session of 1903-04 that the title of president again appeared in the catalog. It was then applied to Mr. Wine, who served in that capacity until the crisis year of 1911-12. Mr. Roop was never again connected with the faculty and the stock in the corporation

tor which he had subscribed seems never to have been delivered.

The school had met its first major problem in human relationships but had left its solution and its scars to the years which were to follow.

A second problem of even greater magnitude slowly emerged. The school was intended to be under the control of the Church and was expected to champion the tenets and traditions of the Brethren as the charter indicated. But it was organized as a stock corporation with one thousand shares offered to the public. These shares were not restricted to Brethren people, but were available to any would-be investor. The school had opened with considerable promise and some stock had gone to parties outside the Brethren membership, with the thought, perhaps, of its yielding dividends. It was at least conceivable that sufficient stock might drift into the hands of non-Brethren people to give control of the corporation to a non-Brethren constituency. This possibility gave the promoters of the school considerable concern. Another aspect of this problem soon appeared. The school could not operate on its own income and it became necessary to seek financial support in substantial amounts from the public. The promoters naturally and logically turned for help to their Brethren constituency, where they met resistance to giving funds to a private corporation. It, therefore, turned out that the plan which provided quick and fairly easy money to launch the enterprise became the chief impediment to securing adequate support to carry it on. The movement was thrown into a serious dilemma: It was difficult to promote the school as a stock company, and it was equally difficult to abolish that feature of the movement since some of the stock was in non-Brethren possession and could not be purchased.

As early as 1904, the promoters recognized the seriousness of this problem and requested the district conference to appoint a committee to advise with them. The committee appointed was composed of E. W. Stoner, S. H. Utz, and J. T. Kolb. The school board met on April 26, 1904, in joint session with these men. W. M. Wine, John J. John, and C. D. Bonsack were invited to be present. John E. Senseney, as the chairman, stated the purpose of the meeting and made a plea for an arrangement which would secure for the Brethren the future control of the school. He stated that there were those who would like to make "donations to the school as a church school, but do not feel like doing so to a private corporation." The body decided to call a larger meeting of representatives to consider the problem of how the "Institute might become a Brethren school, owned, controlled, and run in the interest of the Church of the Eastern District of Maryland."

The enlarged delegation met on June 1, 1904, with the following Brethren present: John E. Senseney, Uriah Bixler, Jacob Stoner, John S. Weybright, E. W. Stoner, T. J. Kolb, E. C. Brown, Jesse Cline, Walter Fahrney, Elsworth Englar, E. A. Snader, C. M. Utz, M. J. Flohr, P. D. Fahrney, Thomas Ecker, Davis Myers, A. P. Snader, and Jacob O. Williar. The conference made an exhaustive review of the situation and framed a report which included recommendations to inaugurate a movement to have Brethren stockholders donate their stock to the Church, or to have those who were unwilling to make such donation endorse it over to the Church to become effective at their death. Those who would do neither were asked to endorse their certificates in such manner as to prohibit them from being held by anyone outside the membership of the Brethren. The final recommendation was that the Eastern District of Maryland become

a corporation in order to receive and hold any stock which might be transferred to it. This was accomplished in 1906 and Eastern Maryland became the first, and perhaps the only, district in the Church to become a corporation.

Over a period of years stock was transferred as a gift to the Eastern Maryland corporation, until it held more than seventy-five per cent of the stock. This, however, really gave the Church no direct control of the school, for the directors of the Eastern District of Maryland as a corporation simply voted the stock owned by the district to elect the directors of the Maryland Collegiate Institute, Incorporated, in whose hands the control of the school really rested. The legal responsibility of the school to the Eastern District of Maryland was that of a corporation to its principal stockholder. Other Maryland districts could become legally associated with the movement only as Eastern Maryland, or some other stockholder, transferred to them shares of stock in order to make them members of the corporation. But such transfer merely gave them the right to vote for Directors of the school corporation, and had little meaning, since Eastern Maryland as the majority stockholder exercised complete control over the election of school Directors. Under these circumstances other districts developed no very strong sense of responsibility toward the school, and the total responsibility for support and expansion was greater than Eastern Maryland was able and perhaps willing to bear.

The financial problem was intensified by continuing inadequate income. The faculty served at what by current standards would seem far below a subsistence level. Evidence of this is found in an entry made on November 1, 1899, as follows: "W. M. Wine entered upon his duties today as principal and teacher of Maryland Collegiate Institute at the wage of $65.00 per month." A second entry of the same

date stated that "Samuel D. Zigler entered upon his duties as an assistant teacher at $40.00 per month and board which Principal Wine agrees to furnish at $9.00 per month." Mr. Wine was at this time a man with a family of several children. These were the top salaries and there was little fluctuation in salaries from year to year during this period. During the session of 1903-04 the salary scale ranged from $50.25 down to $33.30 per month.

The reports of the treasurer also bear impressive testimony to the intensity of this struggle. The records are fragmentary, but the following items reveal the trend:

Close of session, June 1903, net gain	$1,228.95
Close of session, June 1904, net gain	1,018.79
Close of session, June 1905, net gain	933.29
Close of session, June 1906, net gain	1,188.13
Close of session, June 1907, net loss	89.35
Close of session, June 1908, net loss	143.49
Close of session, June 1909, net loss	1,142.74
Close of session, June 1910, net loss	2,192.55[7]

The losses in operation began and continued to occur after the school established courses of college rank. Higher education in America has never paid its own way and most certainly never will.

The Board of Trustees endeavored to meet this situation again and again by engaging solicitors to raise funds for current operations. A. P. Snader, C. D. Bonsack, Mitchell Stover, I. D. Parker, and others were engaged to carry on this work. In the meantime considerable borrowing of money from banks of the community was going on. Teachers' salaries were in arrears and bills accumulated without adequate funds to meet them. On January 3, 1909,

[7] Minutes, Board of Trustees, Maryland Collegiate Institute, 1903 to 1910.

it was proposed to "rent the school for a term of three years." The Board considered the suggestion and decided four days later to "make an effort to rent the said school provided a satisfactory arrangement can be made." No such arrangement was made and the leaders continued the struggle with varying degrees of success.

THE BOARD OF TRUSTEES

The first Board of Trustees was announced in the catalog published in May 1901. Prior to this the Brethren's School Committee as appointed by the district conference had acted as Trustees. The first Board was composed of John E. Senseney, chairman; John S. Weybright, secretary; Amos Wampler, treasurer; and William E. Roop and Ephraim Stouffer. W. E. Roop was frequently absent from the meetings of the Board and was replaced the next year by Uriah Bixler, who was elected as vice-chairman. Ephraim Stouffer died in the spring of 1903 and was succeeded by Jacob Stoner. J. Walter Englar and C. D. Bonsack became members of the Board in 1907, succeeding Uriah Bixler and Jacob Stoner. William Dotterer succeeded J. Walter Englar in 1908.

The management of the school rested during the first decade of its history in the hands of these ten men. John E. Senseney served as chairman throughout the period and John S. Weybright as secretary. Mr. Senseney was a layman of the Church and a capable businessman. He was rarely absent from meetings of the Board, of which there were many. The minutes were kept by Mr. Weybright with remarkable faithfulness and have been preserved in his own script. The Board of Trustees managed the affairs of the school in great detail and with close attention to expenditures. They were all devoted to the Church and gave generously of their

time and money to the cause. They were in no sense educators and their activity had to do with the practical aspects of the movement. They seldom discussed education. They were practical, stalwart men, inspired by their loyalty to the Church and by an eagerness to extend to young people a better chance in life than they themselves had enjoyed.

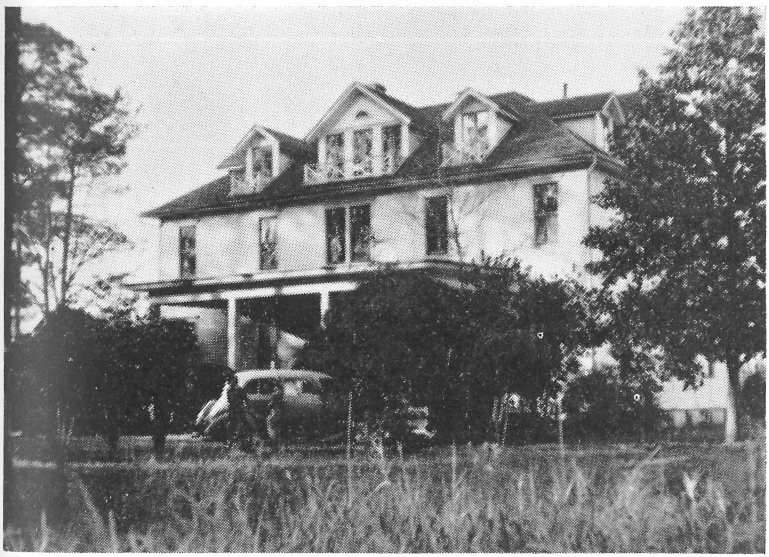
THE CURRICULUM

The first session of the Institute opened with a simple and almost elementary course of study. The subjects were restricted mainly to the simpler phases of English, mathematics, and science. Courses in Latin and Greek were listed, as were also bookkeeping and evidences of Christianity. These subjects were organized into three curricula, the "Preparatory Course," the "Teacher's Course," and the "English Scientific Course." In the second year, a four-year "Classical Course" was announced which included courses in higher mathematics, advanced English, and modern languages. In the same year new departments were scheduled in commercial studies, in stenography and typewriting, in drawing and art, and in music. The following year a two-year course in Bible was announced. In the session of 1906-07 a "Collegiate Course" was offered covering two years of college work, and advanced credit was promised toward the college degree in regular four-year colleges.

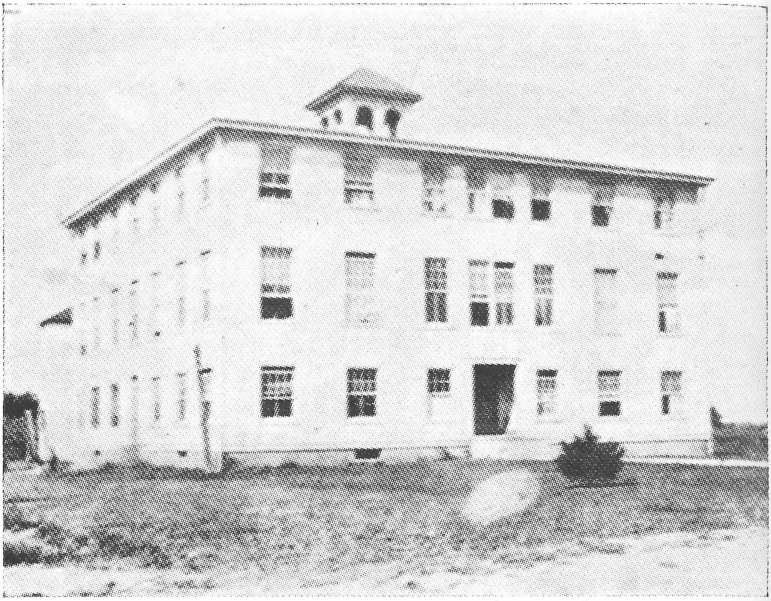
There was but little further change in the curriculum until the year 1908 when a four-year course in agriculture and a full four-year course in higher education leading to the Bachelor of Arts degree were announced. This development had undoubtedly been a cherished dream of the promoters from the beginning of the movement.

The curriculum was an almost exact parallel to the

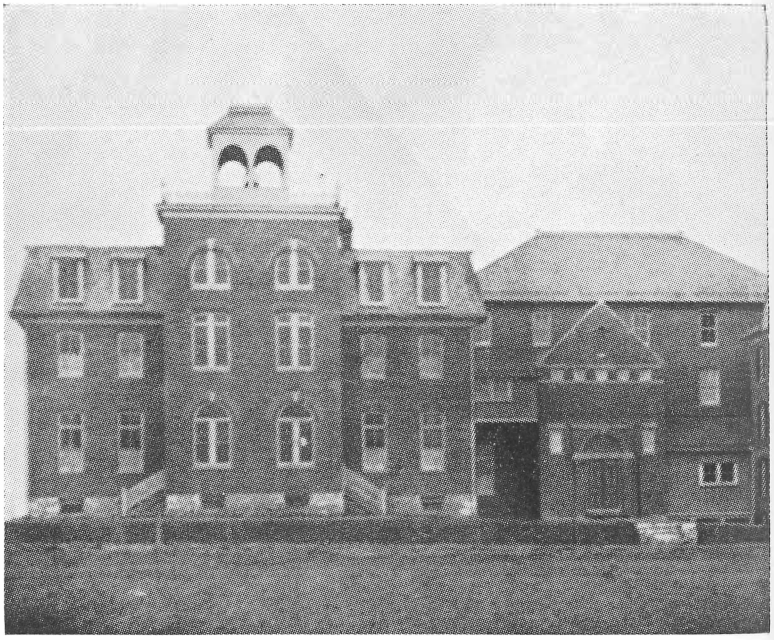
The President's Home, Bridgewater College



Citronelle College, Citronelle, Alabama



Hebron Seminary, Nokesville, Virginia



Maryland Collegiate Institute, Union Bridge, Maryland

course of study at Bridgewater and Daleville colleges in Virginia. This was to be expected as the teachers were, in the main, products of those schools.

It is a matter of special note that the program of higher education at Maryland Collegiate Institute was inaugurated with a freshman enrollment of five young men. These men constituted practically the total college enrollment for the next four years, and four of them remained to become the first college graduates in June 1911. The fifth graduated in 1912. These men constitute an honor roll of special merit. Two of the five men advanced to Doctor of Philosophy degrees and became distinguished college and university professors. They were Harper H. R. Breckbill and Edgar F. Long. John Dotterer did extensive post-graduate study, earned a Master of Arts degree, and became a college professor. P. Earl King and George Roop were the other members of that first freshman class. They completed university studies leading to the Master of Arts degree and became leaders in the public schools of their day.

THE FACULTY

The expansion of the curriculum made faculty expansion inevitable. Four additional teachers were added to the original faculty in the second session. S. D. Zigler withdrew from the teaching staff and was succeeded by John J. John, who was recruited from the staff of the Botetourt Normal College of Daleville, Virginia. I. S. Long, a graduate of Bridgewater College, became instructor in language and mathematics. Mary S. Repp joined the faculty as instructor in English and Latin. E. C. Metzger was called to head the department of commercial studies and stenography. C. W. Roller was imported from Bridgewater College as instructor in music. Harry P. Fahrney, M.D.,

served as a special lecturer on hygiene. In subsequent years, S. B. Shirky became instructor in ancient languages and literature and S. P. Early joined the teaching staff as instructor in Bible and history. D. Owen Cottrell, E. Bettie Ensor, E. J. Egan, Edward D. Naff, S. Marie Myers, Emma Early, Anna M. Hutchison, W. Z. Fletcher, Cora A. Driver, Horace K. Wright, Charles Keltner, Margaret Harlacher, Martha Harges, John Blair, Charles L. Rowland, and David L. Baker were later instructors during this period.

There were two additions to the faculty in 1910 which deserve special attention. They were recruited from the faculty of Bridgewater College and were among the able leaders of that institution. They were William I. T. Hoover and Walter Bowman Yount. These men, both of wide and successful experience in college education, added strength to the Maryland faculty at an opportune time, a time when the school was emerging into a full four-year College.

These developments in Maryland Collegiate Institute from 1899 to 1912 were moving on to close an important chapter in its history and to introduce a new chapter, the outcome of which no one could foresee. The later development, to be considered in a future chapter, was under a new name, Blue Ridge College, and in a new setting at New Windsor, Maryland.

Part Two

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When an institution grows so great that it has no soul, simply a financial head, and a board of directors, dry rot sets in and disintegration in a loose wrapper is at the door.

This explains why the small colleges are the best—when they are—there is a personality about them, an animating spirit that is pervasive, and preservative.—*Elbert Hubbard*

Chapter V

BEGINNINGS OF HIGHER EDUCATION: BRIDGEWATER COLLEGE

The expansion of education from the secondary to the college level among Brethren schools was a gradual process. All institutions operated in the beginning as academies. Advanced courses were added to the curricula in a developing trend toward higher education. The advanced and professional courses were organized into departments which were variously named, such as the "Collegiate Department," the "Normal Department," the "Scientific Department," the "Classical Department," and other similar titles. In some instances these studies led to degrees such as Bachelor of English and Bachelor of Pedagogy with the Bachelor of Arts degree as the ultimate objective. This development led inevitably to the revision of charters, to changes in the names of institutions, and finally to the assumption of the rights and powers of higher education. The secondary or high school phase of education was soon overshadowed by the higher studies as Brethren energies and resources were directed more and more to the building of colleges. The academy and college programs continued at first to operate in an interlocking pattern and later as parallel departments in the same institution. It was, however, a losing race for secondary education, and the academy gradually disappeared, to the regret and disappointment of many thoughtful people.

First Steps in Higher Education

We have, in the story of the Spring Creek and Virginia

Normal schools, already described the early development of Bridgewater College during the first decade of its history. In the spring of 1889 the charter of the Virginia Normal School was revised and the name of the school was changed to Bridgewater College. This was the official beginning of higher education among the Brethren in Virginia. The four-year course had actually been outlined some two years earlier and some students in the year 1889 were well advanced towards its completion. The Academy, of course, continued to operate for more than a quarter of a century and for most of this time had an enrollment larger than that of the College. But Bridgewater was now legally a *college* and that department demanded its major resources.

Bridgewater conferred its first Bachelor of Arts degree on June 1, 1891. The recipients of these degrees were John M. Coffman, later known in Bridgewater circles as a minister and a professor of mathematics in the College; John A. Garber, minister, churchman, educator, and government executive of Washington, D. C.; and George L. Brown, a prominent Presbyterian minister who held charges in Virginia, Texas, and other states. These were the first Bachelor of Arts degrees ever conferred by a Brethren institution. They were granted six years earlier than the next earliest degrees, which were conferred at Juniata College in 1897.[1]

The commencement address of 1891 was delivered by Walter B. Yount, then a student at the University of Virginia. He also presented the diplomas and conferred the degrees on the three candidates. This was done at the insistence of Samuel F. Driver, chairman of the Board of Trustees. The principal, E. A. Miller, appears to have been absent from this commencement. Mr. Driver, who had never seen a

[1] Mallott, F. E., *Studies in Brethren History*, page 215.

degree conferred, pressed Mr. Yount into service on this occasion because he was a university-trained man and because he was familiar with degree-granting procedures.

Years of Crisis

It was perhaps unfortunate that higher education at Bridgewater began in the year 1889. The four-year period following this date represents a great crisis in the history of the institution. In the first place it was the period of a disastrous fire. On December 31, 1889, the large three-story building, which had been erected in 1884, was completely destroyed by fire. It left the institution without almost every facility needed to carry on a college.

The second problem was more serious than the disastrous fire. Grave criticism was brought against the principal, E. A. Miller, during the session of 1888-89. Mr. Miller and John B. Wrightsman had transferred in the fall of 1886 to Bridgewater from the faculty of the Mountain Normal School, which institution has been previously discussed. Mr. Wrightsman was the founder of that school and had served as principal with Mr. Miller assisting him. E. A. Miller was a young man at the time, a native of Washington County, Tennessee, and had received his college training at Milligan College near Johnson City. His family were members of the Knob Creek Congregation of that section, which was also the home community of E. M. Crouch, likewise a member of the Bridgewater faculty at that time and a graduate of Milligan College.

Unfavorable rumor had followed Mr. Miller from Floyd County to his new post at Bridgewater. He was considered an able and shrewd man, however, and possessed a strong and magnetic personality. He had been a close friend of the Wrightsmans and had lived in their home in

Floyd County, but after becoming members of the Bridgewater faculty he and Mr. Wrightsman became estranged. Mr. Miller was ambitious for advancement. Mr. Wrightsman had been made associate principal during his first year at Bridgewater. The following year Miller was principal with Wrightsman a member of the faculty but without any official office. There was rivalry and jealousy in the situation and increasing criticism of Mr. Miller's frequent visits in the Wrightsman home. The relationship between them became very tense, so tense indeed that arguments and threatened violence ensued. The situation grew steadily worse, and Mr. Wrightsman withdrew from the faculty in June of 1888 to take up the study of medicine, leaving his wife and two children in Bridgewater. They later joined him in Ohio in a quiet and almost unnoticed withdrawal from the Bridgewater community.

Criticism and rumor concerning Mr. Miller had become increasingly serious prior to the departure of the Wrightsman family. The faculty, the Trustees, and the Church community began to take sides on this issue. Mr. Miller's friends considered him the victim of jealousy and malicious intent. His enemies believed him to be guilty of misconduct. The College and Church communities were divided into pro-Miller and anti-Miller factions. The anti-Miller faction included D. C. Moomaw of Roanoke, as the secretary and spokesman of the group. He was supported by his father, B. F. Moomaw; by his brother, Joseph C. Moomaw; by Samuel Crumpacker; and by others of the Roanoke and Bridgewater areas. A large group in the Bridgewater section, which included students, Trustees, and members of the faculty, were equally antagonistic. The pro-Miller faction included J. W. Eller of the Roanoke area, P. S. Miller of Bridgewater and later of Roanoke, and S. F. Sanger of

Bridgewater, all of whom were prominent churchmen whose chief concern was that justice should prevail.

The anti-Miller group was determined to support its charges with concrete evidence, and resorted to espionage as a means of securing such evidence. J. W. Click, a minister of the Church, and Lee Hammer, a village mechanic, served in this capacity. On the night of October 11, 1888, the principal was observed by Click and Hammer under suspicious circumstances. They escorted Principal Miller to the home of P. S. Miller, an officer of the Board of Trustees, and presented the evidence which, they insisted, supported the charges of improper conduct as filed by the anti-Miller faction. Mr. Miller received Principal Miller as a guest for the night and gave him protection from at least a threat of violence. Principal Miller offered an explanation of this strange episode which his friends considered entirely plausible, though admittedly indiscreet.

The anti-Miller faction proceeded, however, to prefer further charges of improper conduct and to demand disciplinary action by the Church council of the Cook's Creek Congregation, which then included Bridgewater. A council meeting was held, presumably for this purpose, in the fall of 1888. It appears that for some reason B. F. Moomaw was the "temporary moderator" of this meeting. Mr. Miller was by action of that council relieved of his ministry in the Church and of his position on the faculty of the College, and was admonished to refrain from further visits to the Wrightsman home. The council probably exceeded its authority in dealing with his College relationship. He remained in the Valley during the winter of 1889, serving as field representative of the College and receiving consolation from his friends. He was married during this period to a young woman of Augusta County and was

restored to the ministry by an Augusta County congregation, presumably the home congregation of his wife. He had, in the meantime, continued his education and had received a Master of Arts degree, which was no small distinction since few Brethren of his day held advanced degrees of any description.

It was a strange turn of events which restored E. A. Miller to the principalship of the College in May of 1890. His restoration to that office bears testimony to his power and shrewdness, and to the loyalty of his friends, who still considered him the victim in an unfortunate situation. His return to the principalship met with disfavor among members of the faculty and opened old sores which had but partially healed. Bitterness and confusion again developed in the school and the Bridgewater Church. All members of the faculty, except the acting principal, E. M. Crouch, resigned in protest, two weeks before commencement. The session was promptly closed and no commencement exercises were held in that year. Certificates of graduation were issued at a later date to the seniors.

The leaders of the Cook's Creek and Beaver Creek congregations, confronted again by a serious situation, agreed to appeal to the Standing Committee of the Annual Conference of 1891 for help in restoring peace and order at Bridgewater. The Conference of that year was held at Hagerstown, Maryland. Complying with the Cook's Creek Congregation's request, the Conference appointed a committee composed of S. R. Zug, of Pennsylvania, chairman; I. D. Parker, of Indiana, secretary; Ephraim Stoner, of Maryland; and William M. Howe, of Pennsylvania. It is possible that others served on the committee, but no record of their names is available.

This committee met with the congregation in the early

summer of 1891 at the old Bridgewater church, which stood adjacent to what is now the Oak Lawn Cemetery. It was a public meeting designed to review the situation thoroughly and to restore, once and for all, order and harmony in the Church and the school. New charges were preferred against Principal Miller, many of which were undoubtedly fantastic and which were supported only by rumor and imagination. Elaborate documents were exhibited on both sides in support and in refutation of the various contentions. The hearing was a sad occasion and was more than a trial of Principal E. A. Miller. It was an outburst of tensions and of personal enmity which had accumulated among some of the Church and College leaders over a period of years. The situation was exceedingly difficult and scarcely any action was possible which would have been acceptable to all parties. Copies of the report of the committee seem not to have been preserved, but in 1891 the editors of the *Gospel Messenger* published a statement based on its report in which they said:

> The Committee sent by Annual Meeting to the Cook's Creek and Beaver Creek Congregations have completed their sessions after four days. Their report was accepted by two hundred sixty-eight members and rejected by only nine. . . . No charge against the Principal, other than what had previously been made satisfactory, was sustained. Hence, nothing further was demanded of him by the Committee.[2]

The committee, however, in its eagerness to end the controversy at Bridgewater, ordered that all who did not accept its report within sixty days would be automatically "relieved" of membership in the Church on grounds of insubordination. This was an unfortunate provision of the report. The leaders of the anti-Miller faction were dissatisfied and insisted that more drastic action should be taken

[2] The *Gospel Messenger*, issue of July 7, 1891.

against the principal. They refused, therefore, to accede to the recommendations and were technically and automatically disfellowshipped from the Church. In this group were B. F. Moomaw and his sons, Daniel C., Joseph C., Benjamin C., and others of both the Roanoke and the Bridgewater community. B. F. Moomaw and his congregation ignored the action of the committee. He continued his work in the ministry without interruption until the Standing Committee at a subsequent Annual Conference revoked the action of the Bridgewater committee and re-instated to membership those who had been so hastily and so unwisely disfellowshipped. B. F. Moomaw accepted that action with rejoicing, but his sons united with the Brethren Church (Progressive Brethren) and withdrew from leadership in the College and in the Church of the Brethren. One who was a visitor in the home of Elder Moomaw on the day he received notice of this action by the Standing Committee later testified: "It was an occasion of great rejoicing and thanksgiving. An aged saint of the Church had been relieved of an unfortunate injustice and of a burden which his gracious spirit could scarcely bear."

It may be considered by some that this sad chapter in the life of Bridgewater should have been omitted from this account. It is presented here as a matter of justice and without bias. The heroism of the man who succeeded Mr. Miller as president can never be fully appreciated without some recognition of the situation which confronted him.

It is difficult to understand how a young and struggling institution could survive a trial by fire which destroyed more than half of its plant, and a serious division in its own body and in its constituency brought on by scandal, by internal strife, and by public scorn and disapproval. Bridgewater did manage to survive, however, but it could

not escape the consequence of such an ordeal. The enrollment dropped from one hundred sixty-one in 1888-89 to one hundred ten in 1891-92, which represented a loss of nearly one third of the student body. More than one half of the teachers resigned, as did several members of the Board of Trustees. The confidence of many good people was so shaken that their support was never again won by the College. Young people who normally would have attended Bridgewater turned to other institutions. The school sustained a staggering loss of income and accumulated a debt of more than ten thousand dollars which represented nearly half of its assets.

The school was confronted by a situation which was dark, desperate, and almost hopeless, but the leaders of the movement had faith, courage, and strength to struggle on against heavy odds. They turned their backs on this sad episode, regarded it as a closed matter and persistently refused to discuss it. Their impressive silence on the E. A. Miller controversy has continued until this day. They then inaugurated a search for a new leader. There was probably but one man among the Brethren at that time who had the qualities of personality and of character to stem the tide of disintegration which threatened the very life of the institution. The continuance of the school at Bridgewater rested on his answer. "No" from him would spell the end. Destiny was bound up in the question as to whether they could secure from Walter Bowman Yount an affirmative answer to their call to serve as president of the College.

Yount Becomes the New Leader

On March 3, 1892, a called meeting of the Board of Trustees was held at the "Hoover House" in Staunton over which P. S. Miller presided as chairman *pro tem.* The

purpose of this meeting was to arrange an order of business for a meeting of the Board to be held the following day. It was decided that all business which had been prepared should be "opened before the house on March 4 and that E. A. Miller should bring before the Board all the business adopted in this meeting." At 9:00 A.M. the following day the Trustees met in the office of the Equity Life Insurance Company at Staunton. H. C. Early read the First Psalm and Levi Wenger led in prayer. For some reason the minutes of the last meeting had disappeared and E. A. Miller was called upon to present the business which had been arranged. He promptly announced that he was terminating his connection with the school and would not be available for the next session. The statement was received without discussion, and action was postponed to a later meeting. This is the last time the name of E. A. Miller appears in the records of the Board. He was called to the presidency of Lordsburg College (La Verne College), in California, and presumably withdrew from Bridgewater prior to the end of the session of that year. Thus there came to an end a most unfortunate chapter in the life of the school.

When the Board met on April 5, 1892, there was some delay due to "business between Brother Yount and the Chairman of the Board at the College office." The meeting, however, was called to order and Daniel Hays read the thirteenth chapter of First Corinthians and offered an "appropriate prayer." When the chairman finally appeared, a motion was offered to "appoint a committee which, together with W. B. Yount, should draft a plan for the future management of the school." The committee consisted of P. S. Miller, Daniel Hays, H. C. Early, S. H. Myers, and Samuel Driver. This committee recommended at a sub-

sequent session of the Board that the College plant be leased to Walter B. Yount for a term of three years, beginning in September 1892. This motion was unanimously adopted by the Board, but was declined by Mr. Yount at a meeting of the Board on May 26. A motion was then made and unanimously passed to offer "Brother Yount a salary of eight hundred dollars for a year of service as principal of Bridgewater College." It appears, therefore, that the official appointment of Walter Yount as the new leader of Bridgewater took place on this date, May 26, 1892.

Mr. Yount likely did not assume the duties of the office until after the close of the session of that year. But here began one of the most crucial and most fruitful periods in the life of the College. The title, "Chairman of the Faculty," was at first applied to Mr. Yount, which likely reflects the influence of the University of Virginia upon the young institution at Bridgewater. It was not until the session of 1897-98 that the title, "President," appeared in the catalog. After this date the title was used consistently to designate the head of the institution. Mr. Yount was rarely referred to, however, as President Yount. He was known to his associates and to the students as Professor Yount. No one ever addressed him as "Prof." *Professor* was a term of dignity and respect which he commanded by force of his character and by his qualities as a gentleman. He is regarded by the College as the first president. We shall now consider the major developments of the Yount administration, which extended from 1892 to 1910.

Policy and Program

Professor Yount could not have been ignorant of the terrible crisis confronting the College or of the struggle which awaited him in his new position. There is no record

of his response to his first appointment, but his statement at the beginning of his second year might be considered an index to his anxiety in the beginning, and to the later development of policies for the school. On March 11, 1893, he "was called before the Board and interviewed in regard to the work of next year." The record states that after talking over the work and plans for the school he agreed to work the next year for what he was then getting provided he could employ a "suitable faculty." A suitable faculty! There was the rub. Walter Yount knew that no college is stronger than the men who serve on its faculty, and the kind of men he wanted were scarce and inclined to shy away from an unstable institution. In the words *suitable faculty* he revealed a basic educational policy of his administration.

Professor Yount began to surround himself with men and women of rare ability, of unquestioned character, and of absolute loyalty to the cause of education as represented in the College. It would be difficult for any small college to match in distinction and in loyalty the services of men like John S. Flory, John W. Wayland, John C. Myers, Weldon T. Myers, Justus H. Cline, B. M. Hedrick, W. I. T. Hoover, T. S. Moherman, A. B. Bicknell, and J. W. Hershey. The character, tone, and quality of the College were determined in the ministry of men like these. He was able to retain from the former administration as his first faculty: J. Carson Miller, a great teacher and a scholarly churchman; S. N. McCann, later a distinguished missionary to India, and a man of high integrity and of great devotion to the College; John A. Garber, one of the Bachelor of Arts graduates of 1891; and Professor and Mrs. George B. Holsinger. Mr. Holsinger was a musical genius, and both he and Mrs. Holsinger were held in high esteem

by the Brethren people and by the general public. In the wake of this first staff of 1892-93 the records show that John S. Flory and Mrs. S. D. Bowman joined the faculty in 1894; John W. Wayland and Lula O. Trout in 1895; A. E. Mendenhall and D. W. Crist in 1897; R. H. Latham, E. T. Hildebrand, W. K. Conner, Birdie Roller, and Laura Emswiler in 1898; and in 1900 John C. Myers made his debut in education to inaugurate a long and significant career in the life of Bridgewater and in public education in Virginia. J. D. Brunk also joined the music staff in this year.

From 1900 to 1910 Professor Yount continued to bring into his staff young teachers of great promise. In addition to those mentioned above, there were M. A. Good, J. D. Miller, Walter B. Norris, Grace Lee Berlin, W. H. Sanger, O. W. Thomas, C. W. Roller, J. M. Coffman, J. H. Morris, W. Z. Fletcher, M. Kate Coffman, Carrie M. Bixler, Frances Thornell, Zula Gochenour, Silvia Burns (Mrs. W. T. Sanger), S. Marie Myers (Mrs. W. Z. Fletcher), Atha Spitzer, Lina Sanger, and other able teachers who served for short terms. Out of this large corps of teachers Professor Yount succeeded in relating to the life of Bridgewater many who remained across the years as teachers, Trustees, alumni, and friends to help shape in a large measure her destiny.

A radical revision of the financial policy of the institution is revealed in an action of the Board in the spring of 1892. This revision began with an inventory of the liabilities and assets of the institution. The assets as listed included ten acres of ground, buildings, equipment, supplies, furnishings, and a horse, buggy and harness, all valued at $14,143.50. A complete list of all bonds and investments held as endowment was also submitted. The inventory named the makers of such bonds, the dates of maturity,

the rate of interest, the credit payments, and other details. The endowment assets as reported were $9,850. The liabilities were listed as being about $10,000 but were later put at $11,367. This would indicate that the net assets as of that date were $12,626. A bold step was taken in the passage of a resolution which runs as follows: "We, the individual members of the Board of Trustees of Bridgewater College, Rockingham County, State of Virginia, do this day jointly and severally make and enter into this agreement and bind ourselves jointly and severally to wit. . . ."

They then agreed to stand as surety for the "aforesaid debts" of the institution and to make no future debts except by consent of three fourths of the members of the Board and with their "assumption of personal responsibility for the same." They further agreed that the secretary of the Board should be the custodian of all bonds, papers, and effects of the Board, and that he should not enter upon his duties until suitable bond had been executed. It was also decided that the treasurer should handle all monies of the Board and that he likewise should be bonded. No monies were to be paid out except upon written order signed by the president and the secretary. It was "expressly understood that the Board shall be responsible for the principal (endowment monies) and for six per cent interest on all monies received for the Endowment Fund." They also bound themselves to apply only the income from such funds exactly as called for in their agreement with the donors. These proposals and commitments constituted a sound financial policy for the College. Future events show that they were not mere platitudes but policies to which the Board and the president faithfully adhered.

The faithfulness with which this business policy was implemented is illustrated in an action taken in March

1894. At the regular meeting of the Board on March 3 of that year, Professor Yount recommended that a special meeting of the Board be held to consider the "financial condition of our school." The real issue was whether the school should continue operations or close its doors and be liquidated. The description of the meeting is preserved in *Bridgewater College, Its Past and Present,* from which we quote:

On March 20, 1894, a meeting of the Board of Trustees was held in the College chapel. Elder Samuel Driver, President of the Board, called the house to order at 10:30 A.M. Devotional exercises were conducted by Elder P. S. Miller, of Roanoke City. Roll call showed seventeen members of the Board present. After a brief opening address by Elder Driver, the object of the meeting, namely, the drafting of some plan for paying the debt upon the school, was stated by Professor Yount, who declared the amount of the indebtedness at that time to be $11,370 and urged a vigorous action for its liquidation. The innate modesty of Professor Yount will doubtless make it impossible for the public ever to know the full extent of his service to the institution on this occasion; but the minute book of the meeting shows that the resolutions that were finally adopted were presented by him; and it is known also that his arguments had much to do in securing for them a general acceptance. In these resolutions, which were passed at the afternoon session, the Board of Trustees gave themselves a period of six months in which to raise, by voluntary subscription, the amount required to discharge the indebtedness of the school; and to prove that they were really determined in their purpose, and willing themselves to do more than they even asked others to do, thirteen of those seventeen men, before leaving the room, gave their own subscriptions in personal bonds to the amount of $5,200.

Thirteen may be an unlucky number at some places, but it isn't at Bridgewater College. In a few days more six others had joined the lucky thirteen, and the sinking fund had grown to $6,415. We regard this action on the part of these men as one of the turning points in the school's history and for this reason take the liberty here to record their names; for it seems not too much to say that, by their generosity and self-sacrifice on this occasion they saved the College from financial ruin. The thirteen—the lucky thirteen, let us continue to call them—were the following: H. M. Garst, S. H. Myers, B. W.

Neff, E. D. Kendig, Samuel Driver, B. A. Kiracofe, N. W. Beery, I. C. Myers, S. F. Miller, J. W. Miller, G. W. Thomas, J. A. Fry, W. B. Yount. Five of the six others referred to were: E. L. Brower, Joseph Click, D. T. Click, Daniel Garber, and George W. Snell."[3]

S. N. McCann, though not a member of the Board of Trustees, rendered an immeasurable service as a solicitor of funds from the constituency of the College to complete this drive. He, with boundless patience and energy and with the tenacity of purpose so characteristic of him, secured gifts large and small, mostly small, to enable the president to announce at the commencement of 1905 that the school was completely free of debt.

Professor Yount also inaugurated a building program of special significance. The indebtedness with which he had to struggle had been incurred in part through the fire of 1889. The school rose from the ashes of that disaster to construct two inexpensive frame buildings. They were Stanley Hall (now Memorial Hall), constructed in 1890 as a chapel and classroom building, and Wardo Hall, a men's dormitory and predecessor to the present Wardo Hall, constructed in the same year. After the indebtedness on these buildings had been liquidated, Professor Yount moved on in 1904 to construct Founders Hall and a central heating plant which stood on the terrace in the rear of Founders. Yount Hall was completed in 1905 at a cost of about $6,000. President Yount made a generous gift toward its construction in memory of an infant daughter, Mary Constance Yount, who died in 1903 shortly before the building was started. This building was known as the Girls' Dormitory until 1911 when it was officially named in honor of President Yount and his mother, Margaret Bowman Yount. The name was suggested by Vesta Sanger, of California, in a student contest

[3] Wayland, John W., *Bridgewater College: Its Past and Present,* pages 28-30.

for an appropriate name. In the spring of 1910, as Professor Yount concluded his presidency, the old Wardo Hall was demolished and the construction of the present Wardo was inaugurated to become the third building on that same site. These new buildings were all of brick construction and set a standard of permanency for future additions.

In addition to the almost complete reconstruction of the College plant during the Yount administration, there was a vast improvement in educational equipment and in other facilities. The College began to add laboratory apparatus, scientific equipment, musical instruments, classroom furniture, library facilities, and other improvements designed to serve the comfort and convenience of faculty and students. Professor Yount constructed his own residence on the campus in 1896, which was a symbol of his purpose for the College as a whole. The Trustees in that year sold him from campus property a site at a cost of one hundred dollars. The location was adjacent to the present College church. The residence was for forty years considered the home of the president and is now known as the Administration Annex. It is said to have been the first house in Bridgewater with a central hot water heating system. It was uniquely provided with a water supply by means of a large tank concealed on the second floor. It was connected above with the spouting of the upper roof and with the bath, toilet, kitchen, bedroom, and furnace below, providing complete heating and plumbing service. It also included a crude but efficient septic tank which was but lately sealed up. The president sought to provide students with comforts similar to his own, but it was a slow and crude process in a time and in a community where bathrooms and sewer systems were luxuries which relatively few people could provide even in private homes. This reference will recall to men

students of that era memories of a room in the original Wardo Hall with floor and walls covered with galvanized metal and a shower head connected to a water line which brought in cold water containing more shivers per gallon than any water ever known to man.

Another policy which was inaugurated during this period was that of Church ownership of the College. A petition dealing with this issue was presented to the district conference of the Second District of Virginia at the Greenmount Church in April of 1904. The Second District at that time included what is now the Second, Northern, and Eastern districts of Virginia. The petition, which undoubtedly originated with President Yount and his associates, proposed to transfer the ownership and control of the College to the German Baptist Brethren Church of the Second District of Virginia and of the First and Second districts of West Virginia. This proposal was favorably acted upon and the College passed to official Church ownership and control "at twelve o'clock noon, June 2, 1904."

The Trustee Board was limited to not more than twenty members by this action. The first board under this new system was composed of W. H. Sipe, president; D. H. Zigler, first vice-president; George S. Arnold, of First West Virginia, second vice-president; S. L. Bowman, secretary; J. A. Wenger, treasurer; H. C. Early; S. F. Miller; J. W. Miller; James A. Fry; D. C. Flory; J. Carson Miller; and Z. Annon, of Second West Virginia. The action provided for proportional representation based on the numerical strength of the three districts. This action omitted from the movement the First District of Virginia, which then included what is now the First and Southern districts. This failure is likely another reflection of the rivalry which had been engendered between the northern

and southern sections of the state in the Miller controversy, and was now being more definitely revealed in the establishment of a school at Daleville under the leadership of I. N. H. Beahm.

Another radical change of policy took place during the winter of 1905. It had to do with the general management of the College. A committee had been appointed to investigate the possibility of leasing the College plant and thus relieving the Trustees of the burden of current operations. On February 18 of that year a committee, consisting of D. H. Zigler, D. C. Flory, and Samuel F. Miller, offered the following recommendations to the Board:

1. That Bridgewater college be leased for a period of five years.
2. That the most liberal terms be given the lessees consistent with safe business principles.
3. That in the negotiations of the proposed lease the interests of the church shall be closely guarded and with the provision that her doctrines and principles be jealously maintained.
4. That the trustees reserve the right to elect the president and together with him to choose the other members of the Board of management.[4]

The meeting accepted this report and elected W. B. Yount president of the College. It was then moved and passed that "associate lessees with Professor Yount be Brethren John S. Flory, John W. Wayland, John C. Myers, Justus H. Cline, and Bayard M. Hedrick." Five days later they met jointly and prepared articles of agreement which provided for the operation of the College for the next five years.

This agreement is so interesting and significant that we shall here reproduce some of its most important provisions as reported to the district meetings of 1905. It was admitted in the report that the handling of finances in any college is one of its most important problems. It also stated that

[4] Trustee minutes for 1905, page 14.

the Board had sought guidance from the trustees of other colleges, particularly Mt. Morris, McPherson, and Manchester, and after much deliberation had decided to lease "our college to six Brethren of the faculty." They then stated: "These Brethren with a good deal of fear and trembling at the magnitude and difficult character of the work, and the probability of very small financial returns, if not positive money loss, have undertaken the work." They trusted, however, that they would be guided to conduct the College in a manner to meet the general approval and faithful co-operation of the Brethren of the three districts owning the College, and of the Church in general.

Our Board has assured them that the kindly forbearing judgment, sympathy, and prayers of the Church will be sincerely with them in their arduous work. In our article with them they agree to conduct Bridgewater College as a thorough preparatory school and college in the highest interests of true education, to adhere faithfully to the principles of the German Baptist Brethren Church, both in faith and practice, and to employ their most fervent zeal to the highest ends of piety and pure spiritual Christian living both in the faculty and in influencing the student body, to wear as their ordinary dress the Brethren coat, not to wear gold, and to conform otherwise to the general usage of the Brethren Church, and to require all other members of the Brethren Church whom they employ as helpers to do the same, and to influence all the student members as far as possible to use the plain dress, and live the upright pure lives so dearly prized by the forefathers of our beloved fraternity. They further agree to be responsible for all losses accruing from the operating of the College during their term of lease, to pay all insurance and to keep the buildings properly insured, to appropriate a sum not exceeding $200 each year for necessary repairs, to pay the interest on the debt of the institution, and to incur no additional indebtedness without the consent of both the lessees and trustees. And, furthermore they agree to eliminate football from the College Athletics with the provision that they be allowed the privilege of having baseball, agreeing to guard carefully the intercollegiate contests, and they further agree to eliminate baseball if General Conference shall decide against such intercollegiate contests.

In addition to insuring these Brethren the sympathy, support, and

prayers of the Church, the Board has furthermore said on its part in behalf of the Church that it will erect a Ladies dormitory as soon as adequate funds can be secured, and other additional buildings, walks, sewers, etc., as the need for them shall arise and the funds for their erection or construction can be secured; and also to use every opportunity to enlarge the endowment of the College.[5]

The almost impossible situation in which the lessees found themselves was revealed two years later, on December 18, 1907, when at a special meeting of the Board of Trustees Professor Yount presented a petition in behalf of the lessees asking for an annulment of the lease. After careful consideration the Board reported that "it could not see its way clear to grant the request." It did agree to reconsider the agreement and appointed a committee for that purpose. It was at this meeting that John C. Myers, one of the lessees, offered his resignation. He was serving as treasurer and business manager. Action on his resignation was deferred. On January 17, 1908, the committee from the Board reported that a satisfactory adjustment had been reached with the lessees and the arrangement was to be continued. This meeting, however, accepted the resignation of John C. Myers to take effect at the end of the session. Mr. Myers resigned on account of an emergency in his father's family. His withdrawal from the College was a heavy blow to the management. Mr. Hedrick resigned shortly afterwards; his withdrawal further weakened the business and financial administration.

On February 17, 1909, the remaining lessees renewed their request for a termination of their contract. The record indicates that after considerable discussion the Board granted the request and planned to take on themselves the management of the College at the end of the session. It was agreed by both Trustees and lessees that the plan of

[5] Educational report to district conference, trustee minutes, page 19.

management was impractical. It was, nevertheless, a noble experiment, in the sense that in good faith it sought to preserve the College and to safeguard the interests of the Church.

This experiment, also, had its tragic element. It exacted from six young men a sacrifice that they could ill afford to make at that stage of their careers. It also involved a principle which often prevails in both public and private education and usually leads to disaster. The Board of Trustees, perhaps unconsciously and with good intent, denied the lessees by contractual agreement the freedom and the authority which their responsibilities demanded. The problems of athletics and of conformity to the traditions of the Church were knotty problems. They could not be solved in the atmosphere of the committee room and by the articles of a contract. They were problems involving human reaction and had to be met not by fixed legislation but by conference, council, and negotiation. There is little wonder that the lessees accepted the assignment "with fear and trembling."

The Board of Trustees, in the termination of the lease, passed a resolution in which they stated by way of reiteration that "it is the purpose of the Board to conduct Bridgewater College in harmony with the councils of the Church of the Brethren." It was implied, at least, in this action that a point of conflict between the Board and the lessees was that of Church regulations. In spite of this issue they again elected Walter B. Yount to the presidency by unanimous consent. He replied to this action on March 10, 1909, stating that he could not accept the appointment as president until the Board had defined its policies with greater definiteness. In response to this request the Board

endeavored to restate its policy in the following terms:

First: To conduct Bridgewater College on the broadest lines consistent with true Christian education.

Second: To conduct Bridgewater College in such manner as to bring her to the highest possible standard, and to maintain her position in the ranks of the first class Colleges of our state.

Third: To accomplish these purposes in harmony with the rulings of our church conferences.

Fourth: To administer athletic contests in harmony with decisions of the Annual Conference and its General Education Board.

Fifth: To seek in all these matters the hearty cooperation of the faculty and student body.[6]

Professor Yount was then called before the Board, and the above statement was presented to him. He asked for an interpretation of the section on athletics, after which he subscribed to the statement and accepted the presidency. John S. Flory was then called. He, too, approved the statement and was elected vice-president of the College. Other faculty appointments were made at the same meeting, and another epoch was now about to be inaugurated under the revised plan of management.

Conclusion of an Epoch

President Yount's administration in 1909 was drawing to a close. He had suffered in these years two heavy bereavements in the death of his mother, for whom he, as an only child, had a strong attachment; and in the death of his wife, after a lingering illness. He was left with two young sons, Carl and Dee. In quest of rest and relief from sorrow he had traveled abroad in 1906. The strain of eighteen years of service was now wearing on him. His health was broken. He could scarcely carry the weight of his office. He insisted on doing some teaching. His classes in 1909 met

[6] Trustee minutes, pages 77-79.

frequently in his bedroom, and he taught from his pillow.

The Church, increasingly reactionary, became more and more critical of the College. The problem of inter-collegiate athletics was a serious and difficult issue. It was so difficult that on July 9, 1909, the Trustees took the following action:

> Because of the great unrest existing, not only among our own people but among many thoughtful parents of other denominations on account of the athletic situation, the Board of Trustees considers it best for the welfare of the College and our young people, to cut out all inter-collegiate contests in athletics.

This action brought protests from alumni and created serious reactions in the student body. The gymnasium had been recently completed under the sponsorship of the Student Athletic Association, which had raised most of the money. The student body demanded more, not less, athletic activity. Many Church leaders were opposed to the construction of a gymnasium and to the activities carried on with such equipment. There was also a growing disregard among teachers and students of the tradition of the Church in regard to manner of dress and other such issues. It was a difficult spot for any college president.

On January 25, 1910, as the Board of Trustees had met to plan for the next session, President Yount notified the body through a committee of the Board which had been appointed to confer with him concerning his health that he "preferred not to be considered a candidate for the presidency."

Thus the longest term of office in the presidency of the College up to that time came to a close. It represented eighteen years of struggle for the president and others associated with him. Their greatest compensation was truly in the consciousness of a task well done.

Chapter VI

EXPANSION OF HIGHER EDUCATION: BRIDGEWATER COLLEGE

The choice of a successor to President Yount was almost routine procedure. The vacancy had been anticipated in the action of March 10, 1909, when John S. Flory was elected to the office of vice-president. He had served in the faculty since 1904 and had carried heavy administrative responsibility during the last years of the Yount administration. He had been granted the Doctor of Philosophy degree at the University of Virginia, where he had made a highly honorable record as a graduate student, and was one of the first men among the Brethren people to hold such a degree. The problems of the College, the duties of the presidency, and the prevailing standards and procedures in higher education were quite familiar to him.

On January 25, 1910, an action of the Board was recorded as follows: "On motion it was decided to offer John S. Flory the presidency of the College. D. H. Zigler and S. M. Bowman were appointed a committee to notify him of this action." This committee gave notice of the Board's action and reported to an afternoon session on that same day that no definite answer had been received from him. On May 6, however, it was recorded that "S. H. W. Byrd was now called in for the purpose of installing President-elect, John S. Flory, and such other members of the Board as had not been previously installed." The installation ceremony included John S. Flory, president,

and C. E. Long and P. S. Thomas, as members of the Board of Trustees. Mr. Byrd was the notary public in Bridgewater and had no connection with the College. The Trustees, at that time, were legally installed in an "affirmation of office" in which they pledged themselves to faithfulness of service. The installation of President Flory, in this manner, was probably due to the fact that the president became an ex-officio member of the Board, rather than on account of the presidency itself. Service on the Board was considered serious business and in the judgment of the Board demanded a legal ceremony.

Educational Atmosphere in Virginia

This change of administration in the College came at a time when a great educational awakening was sweeping Virginia and the South. Great philanthropic foundations, established in this general period, had given a strong impetus to Southern education. The Southern Association of Secondary Schools and Colleges, organized in 1895, was now coming into a position of power and influence. Minimum standards for the accreditment of colleges were in the making. These standards related to the financial strength of colleges, to requirements of admission, to the quality of instruction, to library and laboratory facilities, and to many other aspects of college education.

The State of Virginia had felt the impact of this movement and was expanding educational opportunity. The number of rural high schools had increased from seventy-four in 1905 to four hundred four in 1910. The demand for teachers presented a desperate situation. There was an awakened interest in and increased appropriations for higher education in the state. Teachers' colleges were being organized under state control. The State Normal

School (now Madison College) was established at Harrisonburg in 1909. Education, both public and private at all levels from the primary school to colleges and universities, was in a state of advance and expansion. The educational atmosphere in Virginia which greeted the new president at Bridgewater was invigorating and, at the same time, demanding.

The Religious Atmosphere Among the Brethren

The mass of Brethren people in Virginia and the South were educationally and religiously conservative. Transition was slow among them, and was tempered with a high degree of resistance. They looked upon new customs, new styles, and new departures with suspicion and dismay. Many of these changes, as is usually the case, were manifest first among their young people. The College campus represented the greatest concentration of youth among them, and it was inevitable that change should be more evident at the College than anywhere else. Changes in patterns of life and thought break upon colleges a generation or more ahead of schedule. This is inevitable in a progressive society and is a situation which is rarely understood by our elders.

The introduction of sports, new forms of recreation, changes in style of dress, and other similar innovations produced among the Brethren negative reactions toward the College. A similar attitude was prevalent to some extent among other religious groups which were patrons of the College. This sentiment of reaction had risen to high tide in the last years of Professor Yount's administration.

The Campus Atmosphere at Bridgewater

Student morale was somewhat broken at Bridgewater in 1910. The controversy which had arisen concerning

athletics had left an estrangement between students and faculty. The action of the Trustees in the summer of 1909, which completely eliminated all intercollegiate sports, created an atmosphere of tension and criticism in which the development of an athletic policy acceptable to students and to alumni on the one hand, and to a conservative and critical constituency on the other, was a tangled and difficult problem.

This tension was revealed in a petition directed to the Board of Trustees by the students of the College and presented to the executive committee of the Board, October 20, 1909. It was signed by forty-three men of the student body, practically all the men registered in the college department at that time. This statement proposed that the Trustees appoint a committee to confer with similar committees from the faculty and student body for the purpose of "bringing about a harmonious and peaceful adjustment of the difficulties arising out of the existing differences on the athletic question." The petition further proposed that in case the Board should decline to appoint such a committee, the students be allowed to schedule three intercollegiate basketball games and five baseball games during the session of 1909-10 to be played on the campus with institutions of high standing, the names of which were to be submitted for Board approval. It also pledged good conduct on the part of players and spectators in an "effort to make the contests expressive of the sterling qualities of the student body and entirely consistent with the highest type of Christian manhood." It further bound the student body to receive "respectfully and considerately any advice or reproof regarding the games." It also requested that a joint faculty-trustee committee be appointed to regulate and control College athletics in the future. The executive

committee responded to this petition in the following resolution: "Your representative, P. H. Bowman, was before us with your petition which we kindly heard him read and explain. After carefully considering your petition and the condition of things as they exist, we think it best to kindly return your paper."

This action by representatives of the Board of Trustees was considered by the students as a deliberate evasion of the issue and resulted in increased tension between students and Trustees. We shall later return to this problem, but it should be said here that the issue lingered on for more than five years as a source of contention and confusion.

There had developed on the campus a degree of laxity in the administration of school regulations. The Trustees and patrons were aware of this situation and demanded greater restriction of students and stronger discipline. There was a growing tendency for the Trustees to assume direct responsibility for the internal affairs of the College. This was perhaps due not so much to an intentional encroachment on their part as to a hesitancy on the part of the faculty to become involved with issues related to the traditions of the Church. The faculty dealt with forthrightness in matters of dishonor and immorality. The problems, however, of athletic contests, of the use of academic costumes, and of controversies involving Church rules and regulations were usually referred to the Board of Trustees where they were sometimes treated with an absence of sympathy and understanding.

President Flory Begins His Administration

President Flory became officially responsible for the administration of the College on July 1, 1910. He was peculiarly fitted by temperament, by training, and by

experience for the difficult role which the president of the College was then called upon to play. In addition to the tensions which have been described, there were other pending problems demanding attention.

The new president was confronted first of all with the problem of a predecessor who had been long in office and was now broken in health. Professor Yount had been more than the *president* of Bridgewater College. He had been one of its chief benefactors. He and his father were men with substantial estates and were said to have contributed more toward the support and expansion of the College than any other single benefactor up to the time of President Yount's resignation. He owned his own home, which was located in the very center of the campus. The problem of the status and the future connection of one who had served the College so long and so well was not to be solved merely by a formal resignation.

The records show that the Board of Trustees recognized their obligation to Professor Yount and sought for a happy adjustment in the change of administrations. On March 22, 1910, they offered him by unanimous action the position of honorary president at a compensation of five hundred dollars per year and tuition for his two sons. The following day they met with President-elect Flory and outlined what they considered an appropriate service for the honorary president. The proposal included the following items:

1. He should work among the Churches attending Love Feasts, council meetings, and meetings of every sort within the districts owning and controlling the College.
2. He should assist with the Bible Institute at the College.
3. He should hold Bible institutes among the Churches of the College area.
4. He should assist in an effort to increase College endowment and in student recruitment.

5. He should serve in creating sentiment everywhere favorable toward the College.[1]

This program was regarded as flexible and more or less optional. The proposal was submitted to Professor Yount and according to the record a "kindly exchange of views took place." This conference, however, seems to have ended his connection with the College. His health showed improvement and he was more inclined toward teaching and the classroom. He was invited by Maryland Collegiate Institute, Union Bridge, Maryland, to join the faculty there; and, in response, sold his home on the Bridgewater campus and accepted the appointment in Maryland. His last years were spent in the faculty of Western Maryland College, Westminster, Maryland, where he was always greatly esteemed and highly respected.

The second pending problem confronting President Flory was that of intercollegiate athletics, to which previous reference has been made. This problem was inherited from the preceding administration and deserves consideration because of the fact that it continued to be a "bone of contention" and was definitely related to student morale for half a decade. The new president sought to allay the tension which clustered around this issue. The subject seems to have received little consideration by the faculty. At least there is a total absence of reference to the problem in faculty records. The policy of the new administration was revealed in the appointment of an instructor in "gymnasium work." All boarding students were required to enroll for these classes, but the work was on an optional basis for nonboarding students. Tennis courts were provided for both men and women. Basketball and baseball were maintained as intramural sports, but the catalog of 1909-10

[1] Trustee minutes, page 98.

announced that "athletic teams do not engage in contest games with other institutions." This statement appeared again in the catalogs of 1910-1912 and was then withdrawn. Faculty silence on the issue was, perhaps, the part of discretion and may be indicative of half-hearted faculty support of the policy of having no intercollegiate program.

The issue of intercollegiate contests, however, continued to be kept alive between the students and the Trustees. A second student petition was submitted to the Trustees on March 21, 1913, asking for the re-instatement of intercollegiate athletics. The Trustees responded that they could not grant the request but did agree to submit the matter to the district conferences of Second and Northern Virginia for counsel and advice. The problem now rested with the highest authority in control of the College and was well beyond easy range of student pressure. It, however, was back on the trustee agenda on June 14, 1913, at which time a committee was appointed to "formulate a report in regard to the attitude of the Trustees on the athletic question." The committee consisted of J. M. Kagey, P. S. Thomas, and S. L. Bowman. It seems that President John S. Flory, representing the faculty, and John T. Glick, representing the students, were added to the committee. This committee reported to the Board the following September, stating that they had found the demand for intercollegiate sports urgent among students and alumni, that they had investigated the practice of other Brethren colleges, all of which sponsored intercollegiate athletic contests, and had interviewed many Church leaders in an effort to discover the sentiment of the Church on the issue. They then recommended that a limited number of intercollegiate games be permitted under trustee-faculty supervision.

There was evidently division of opinion within the

Board itself, and in student parlance the Trustees continued to "dilly-dally" with the problem. On March 11, 1915, another urgent petition was presented by the students, requesting the restoration of intercollegiate sports. The action of the Board was prompt and decisive. The resolution stated: "We beg to assure you that we have given your petition very careful consideration, and we are unanimous in saying that we cannot see our way clear to grant your request." The petition was reconsidered at a special meeting of the Board two days later, but no different action was taken.

This was the proverbial "straw which broke the camel's back." On January 28, 1916, a paper signed by twenty-six men of the College, many of them seniors, was presented to the Board of Trustees announcing their "determination to engage in inter-collegiate athletics regardless of Board attitude." The Board considered this statement on February 14 and deferred action again until February 24 in order to arrange a conference with the students of the College. President Flory and H. G. Miller, president of the Board of Trustees, met the students in a mass meeting as scheduled, after which the Board met and took the following action: "The Board decides to permit the students of the College to engage in a limited number of contests under proper regulations." S. L. Bowman, secretary of the Board, was named as Trustee representative to assist in drafting appropriate regulations.

This long controversy was not without its advantages. President Flory, assisted by members of the faculty such as W. T. Sanger, A. B. Bicknell, F. J. Wright, and John T. Glick, rendered magnificent service in the production of a body of athletic regulations which was highly acceptable to students, to alumni, to faculty, to Trustees, and to the

Church constituency. These regulations were published in full in the catalog of 1916 and were reprinted in all subsequent catalogs until 1937. The ideals and principles set forth in that document exerted a significant influence over the athletic policy at Bridgewater College for many years, an influence which was felt in other colleges within the Bridgewater orbit. That policy, so laboriously developed and so faithfully observed, was the worthy forerunner of an eloquent tribute which later appeared in the public press under the following headline: "Athletics at Bridgewater College Played on a Strict Amateur Basis." The lead sentence in this news item proceeded to say, "Little Bridgewater College probably has the distinction of being the 'purest' college from an athletic standpoint of any of the state's big six or little seven colleges. In fact, it is as pure as any college in the nation."[2]

Educational Philosophy and College Development

Shortly after President Flory's term of office had begun, he published an article in the *Inglenook,* the youth publication of the Brethren, in which he set forth his concept of higher education at the college level. He put in contrast the narrow and highly specialized training at the university level with emphasis on research and the broad and liberal training at the college level, which included languages, literature, history, philosophy, science, mathematics, and all fields of human knowledge. He contended that mere knowledge of facts was not what the young men and women in their early twenties needed most. "They need," he said, "a broad knowledge of the essentials of a subject with emphasis on their significance." His words on the objectives of college education are typical of the emphasis he sought

[2] *Roanoke Times,* issue of October 11, 1954.

always to impress upon his associates and students. The chief purpose in college training, in his view, was not to develop a clever human animal, but, to use his words, "it is rather to develop a character, to unfold the powers of the soul, to humanize the lower propensities of our nature, to produce a rounded, finished, soulful, purposeful life with a heart to feel, to sympathize, to love and adore."[3]

Sustained by this ennobling concept of education, President Flory addressed himself promptly to the academic and educational aspects of his task. Like his predecessor, he retained as many as possible of the able men of the former faculty, and proceeded to fill vacancies with men and women of character and scholarship. He turned, first of all, to his old friend and former associate, John C. Myers, of Broadway, Virginia, who had withdrawn from the faculty in 1908, and induced him to become his professor of mathematics and chemistry. No finer choice could have been made. He then selected William T. Sanger, a Bridgewater Bachelor of Arts, of 1909, who had completed a year of graduate study at Indiana University and held a Master of Arts degree from that institution. Mr. Sanger became the professor of history and Greek and was a tower of strength in the faculty.

In 1911 Frank J. Wright, who had taken his Master's degree at the University of Virginia, joined the faculty as professor of geology and biology. In that same year Edwin C. Bixler, of Maryland, holding a Doctor of Philosophy degree from Johns Hopkins University, entered the staff as professor of ancient languages. In 1914 Charles E. Shull, Charles C. Wright, and Mattie V. Glick became members of the teaching staff. There were added to the staff in 1916 John T. Glick, and in 1918 Paul H. Bowman and N. D. Cool. These instructors remained with the institution over many

[3] The *Inglenook*, issue of August 15, 1911.

years to add strength and continuity to the leadership of the College.

There were other distinguished scholars, able professors and instructors, who served for shorter periods of time but with equal distinction. Among them were A. W. Dupler, Charles W. Ronk, Rebecca Bowman, Emma Glick, John C. Grimm, Ella E. Miller, David H. Hoover, Annie Marie Hansen, Robert E. Fultz, C. Ernest Hall, A. R. Coffman, Annie Arnold Bowman, Norman A. Seese, Bessie W. Arnold, Lenora E. Early, William U. Driezler, Sylvia Burns Sanger, Alda B. Cline (Mrs. A. B. Bicknell), Earl S. Neal, Robert K. Burns, W. R. Hooker, M. M. Myers, Ernest M. Wampler, B. F. Wampler, Carman G. Blough, Omega L. Miller, George W. Harlow, James A. Harman, Mary L. Richcreek, May L. Cline, and perhaps others who filled temporary vacancies.

The staffing of the College with able instructors was followed by the development of higher educational standards and curriculum revision and expansion. Entrance requirements of fourteen units for admission to the college department were introduced for the first time. The Bachelor of Science degree was announced in 1912. The curriculum in the Academy was revised and a course known as the "English-Pedagogical Course" was introduced which was designed to prepare teachers for the public schools. Pedagogy A1 and A2 represented the offerings in education which covered work in psychology, school hygiene, methods and management, child study, and the history and philosophy of education. This program was expanded into a School of Education in 1914 with a four-year course outlined leading to a Bachelor of English degree.

In 1916 the School of Bible was enlarged and the degree,

Bachelor of Theology, was offered. At the same time an arrangement was made with Bethany Biblical Seminary of Chicago by which an exchange of credits was possible leading to a Bachelor of Divinity degree upon the completion of two years of study at the Seminary.

The academy department was dropped from the catalog in 1916 and preparatory courses were offered in substitution for the benefit of those who were deficient in college entrance requirements. The work of the College was finally organized into four schools and one department as follows: the College, the School of Bible, the School of Music, the School of Business and Commerce, and the department of art.

During this period considerable emphasis was given to the training of teachers for the public schools. In addition to courses in education in the regular departments, there was conducted each year a "Spring Normal" for teachers. This was a short course designed to start at about the time the public schools, operating on short terms, closed their session. This drew many public school teachers to Bridgewater and was a significant service to public education.

The College advanced steadily during this period into greater recognition in the educational world and on June 27, 1916, the State Board of Education endorsed Bridgewater as an approved four-year college. The College was also granted membership in the Association of American Colleges. This had nothing to do with accreditment but it admitted Bridgewater to good company in the educational world. The graduates of the College, in increasing numbers, entered the graduate and professional schools of the East and the South. They almost universally made good records which won for Bridgewater respect and recognition among the great universities.

The College and the Church

President Flory was a churchman of stature. His administration succeeded in bridging the gap between Church and school in a remarkable way. He avoided controversy on small issues and aided Church leaders in making distinction between tradition and principle. He wrote generously for Church publications. His doctor's thesis at the University of Virginia, *Literary Activities of the Brethren in the Eighteenth Century,* filled an important gap in Brethren history and won for him confidence among Church leaders. His kindly spirit of understanding and tolerance was an agent of reconciliation in the councils of the Church and enabled him to help focus the thought of Brethren people upon the great truths for which they stood, rather than on transient and temporary issues.

The spirit of President Flory was strongly reflected in religious activities on the campus. The emphasis on Bible study in the College curriculum, the Annual Bible Term which offered inspiration and helpfulness to the ministers of the Church, the conducting of Bible and Sunday-school institutes in churches and communities by teachers of the College, the active program of the Volunteer Mission Band, the emphasis of the Young Men's and Young Women's Christian Associations on the campus, and many other influences developed a strong bond of sympathy and understanding between the College and its Church constituency.

The relation between the College and the local church, the Bridgewater Church of the Brethren, was an effective instrument of goodwill and spiritual blessing. The old church stood at the north edge of town and was almost wholly removed from student life. The Board of Trustees discussed the problem of pastoral service in the College at a meeting on March 13, 1914, and passed the following

resolution: "It is the sense of this Board that the pastoral work of the College should be in the hands of the Bridgewater congregation."[4] This action was evidently related to the problem of better church facilities and likely had some influence on the location of the proposed new church building then under consideration.

On August 20, 1914, the Trustees met in a special meeting and passed a resolution conveying to John A. Garber, John A. Wenger, and Marshall Garst, trustees of the Bridgewater Congregation, a parcel of ground known as the College garden for the purpose of "erecting a suitable and commodious church building." The congregation proceeded to erect the church which has since been known as the College Church. It was dedicated on January 17, 1915, with Henry C. Early delivering the dedicatory sermon. He concluded his address with rare eloquence in which he recognized the place of the Bridgewater Church in the life of the College. "Here our boys and girls come to finish their education," he said. Then as he spoke of the needs of youth he added: "As these young people worship here from year to year, the ideals of this place will be carried back to their home churches. This is the meaning of this church. God help us. Amen."[5]

THE PROBLEM OF ENDOWMENT AND FINANCE

The value of permanent endowments to sustain the work of the College had been recognized early in President Yount's administration and had grown more urgent under later pressure for college accreditment. President Flory had anticipated this pressure and had carried his concern to the Board of Trustees on several occasions. In February

[4] Trustee minutes, 1914, page 63.
[5] *Bridgewater College Bulletin,* February 1915, page 14.

1913 the Trustees met to consider the increasing indebtedness of the College, which was reported to be $18,892. They authorized their executive committee to employ a "traveling secretary" to work among the congregations to create sentiment favorable to the College, to secure endowment, and to keep in touch with those likely to make gifts to the College. C. E. Long, it was later reported, had been secured to serve in this capacity on a part-time basis. A year later the Board again decided to inaugurate a solicitation for endowment, bequests, annuities, and gifts. They instructed the executive committee to employ J. G. Royer, of Mt. Morris, Illinois, on a full-time basis to carry on this movement. Mr. Royer did successful work in reducing the College's debt, but his death on January 25, 1917, interrupted the movement. The Board then selected a slate of three men to be approached for carrying on the movement. They were C. D. Bonsack of Maryland, Ross D. Murphy of Pennsylvania, and J. M. Henry, then a professor in Daleville College. When it was discovered that none of these men were available, the Board again turned to one of its own men and elected H. G. Miller of Bridgewater to conduct the solicitation.

The Trustees were slow to recognize the enormity of the task which they had undertaken. The State Board of Education had fixed $200,000 as the minimum endowment for an accredited college. That was a vast sum of money in those days, and no short campaign in a house-to-house pattern could possibly reach that objective. In 1916, at the suggestion of President Flory, the Trustees turned to a professional fund-raising agency to conduct an endowment campaign. On April 6, 1917, George H. Padley of Chicago, representing the Institutional Fund Raising Company, met with the Board and outlined an endowment and building

fund campaign with an objective of $250,000. The Board revoked all former actions with reference to a financial movement and decided to focus their efforts and resources on the new professionally directed campaign. Preparation was made to launch the movement on July 16, 1917. Mr. Padley's experience in fund raising had been mostly in metropolitan areas, and his methods were poorly adapted to a rural constituency. The campaign was off to a slow start, and for weeks the expense was in excess of the income. He finally withdrew from the campaign, and the Board of Trustees found the movement back on their hands.

After considerable delay they named a committee from their own body to complete the campaign. This committee consisted of H. G. Miller, E. D. Kendig, John T. Glick, W. A. Myers, and J. S. Roller. The work fell mainly on the strong shoulders of John T. Glick, who rendered heroic service in an effort to keep the movement alive. He reported to the Board in the spring of 1918 that the Endowment Fund had reached a total of $77,000. It was decided that this fund should honor the memory of one whose life and ministry had blessed and enriched the College, Samuel N. McCann, minister, missionary, and teacher. He died on August 24, 1917, while visiting his brother in North Dakota. This fund was, therefore, officially named on the day of his funeral the S. N. McCann Memorial Endowment Fund. Its actual value was later determined to be $69,000 and is so reported in the current records of the College.

The College's financial position was greatly improved during this period by two substantial gifts from ardent friends of the College. The one was made by James K. Wright in 1916 in the form of real estate and was later increased by stocks, bonds, and cash. The plat of ground included in this gift is now occupied by Cole Hall, and

the total value of the gift in the records of the College is $7,750. This was the largest single gift the College had ever received up to that time, and its significance for the College was far in excess of its dollar value.

The other gift was that which came to the College by bequest from the estate of Samuel M. Bowman, who died on January 23, 1919. Mr. Bowman had served for a period of years on the Trustee Board of the College and had been a generous contributor over many years. He left to the College practically all of his estate, which has a net value in the current records of the College of slightly more than $152,000. This gift still stands as the largest single gift the College has ever received.

The late summer of 1917 witnessed a serious polio epidemic in Virginia and the community was under a two-month quarantine which limited travel and retarded the endowment solicitation. In the meantime war clouds appeared on the horizon and World War I soon broke on the world. College professors were drafted and young men were compelled to postpone their education. Three young professors, Shull, Driezler, and Neal, were called from the faculty. The senior class was reduced by about one half. The slump in enrollment reduced current income. President Flory reported a deficit of nearly four thousand dollars at the end of the session of 1917-18. Thus the indebtedness, which had so recently been liquidated, was now beginning to mount again. John T. Glick and others continued the endowment solicitation through the spring and summer of 1918 and found as good response as could be expected in the midst of a war which had completely disorganized the economic life of the country. The Endowment Fund had reached a total of $98,400 in June 1918, according to the

president's report. The movement practically came to an end in the fall of 1918.

President Flory had never enjoyed administrative work. His chief interest was in teaching and in writing. The financial burden of the College was especially irksome to him, and the pressures growing out of World War I were burdensome beyond measure. On April 5, 1918, he notified the Board of Trustees that he desired to be relieved of administrative responsibility. The Board responded to his request in a tribute to his work as president of the College and in a review of the accomplishments of his administration. They urged him to continue in office until a successor could be appointed, which he agreed to do. A committee composed of H. G. Miller, J. C. Myers, S. L. Bowman, and John S. Flory, ex-officio, was appointed to recommend his successor.

The resolution which the Board of Trustees passed in response to the notice given by President Flory of his intention to retire from the presidency, is eloquent in its simplicity and in its spontaneity. The resolution was as follows: "The Board of Trustees of Bridgewater College desires to express its appreciation for the services rendered by Dr. John S. Flory, as president of the College during the eight years of his incumbency." It should be noted that Mr. Flory actually served for a period of ten years, but this resolution was passed nearly two years before his retirement. The resolution further stated:

1. We note with pleasure that his administration has been successful and the affairs of the College have run smoothly.
2. A better feeling has been brought about between the Church and the College, and between the College and the public.
3. The standards of the College have been raised and through his efforts our College has been fully recognized by the State Board of Education of Virginia.

4. Since he feels that his work is teaching, and not administration, and has expressed a desire to be relieved of administrative duties, we, as a Board reluctantly decide to consider his request. We see no possible way of granting his request before the session of 1919-20.
5. The Board remembers with a great deal of pleasure his uniform courtesy to this body in all of his relationships.[6]

The Board later passed a more formal resolution of appreciation in 1919 as Mr. Flory transferred the presidency to his successor. The following two sentences from that resolution beautifully express their estimate of his service to the College:

> His fidelity to duty, his spirit of cooperation, his self-sacrificing service, the accuracy of his judgment, and the wisdom of his council shall be a pleasant memory to us, and a perpetual inspiration to those who shall come after. We believe that he has filled a place in the development of our institution for which he was divinely appointed, and we chronicle the splendid growth of the College under his leadership with profound respect and deep gratitude.[7]

President Flory officially terminated his service as president of the College on June 30, 1919. He was, at the insistence of his successor, named "President Emeritus" on a life appointment and now in his ninetieth year continues to be a familiar personality on the campus.

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[6] Trustee minutes, 1910-1919, page 110.
[7] *Bridgewater College Bulletin,* October 1919, page 11.

Chapter VII

REORGANIZATION OF HIGHER EDUCATION: BRIDGEWATER COLLEGE

Paul Haynes Bowman came into the presidency as the youngest Bridgewater president in the scope of this study and served longer than any prior incumbent had done. He was appointed professor of Biblical literature and theology in the spring of 1918 and entered the faculty in September of that year. President Flory had offered his resignation in March of 1917, as we have seen. The committee appointed to nominate his successor submitted the name of Paul H. Bowman at a special meeting of the Board on November 12, 1918. The meeting was attended by H. G. Miller, James A. Fry, S. D. Miller, S. O. Arey, John S. Flory, S. I. Bowman, P. S. Thomas, J. D. Miller, W. R. Hooker, John C. Myers, and S. L. Bowman. It was unanimously agreed that Mr. Bowman should be approached with reference to the vacancy. He responded one week later, stating that he was in no sense a candidate for the presidency of the College and preferred to decline the appointment in favor of others who might be available. He agreed, however, to give consideration to the call and later set forth the following conditions of temporary acceptance:

> That I be elected to the position of acting President for a period of one year . . . with Dr. Flory retained as official head of the institution and responsible for its internal administration.
>
> That my term of office in this capacity begin on January 1, 1919, and I be relieved of all teaching responsibility in order to devote myself exclusively to the endowment campaign.

That . . . steps be taken to provide permanently for the administration of internal affairs through the appointment of a Dean of the College.

That . . . the College make suitable provision for my conveyance.

That, if at the end of one year you should see fit to elect me to the Presidency of the College, and if I should see fit to accept the appointment, it be understood that I shall be granted a leave of absence for the purpose of further University study for such time and on such terms as we shall hereafter agree.[1]

The Board of Trustees promptly accepted these terms and Mr. Bowman was elected to the office of acting-president on November 19, 1918. The transition from the Flory to the Bowman administration was a gradual process and was accomplished with complete understanding and without the slightest interruption in the affairs of the College. President Flory completed the session of 1918-19 and President-elect Bowman gave full time to the strengthening of the financial position of the College and to planning for the session of 1919-20.[2]

TIDES OF INFLUENCE

World War I had ended in a great armistice celebration on November 11, 1918, the day before the Trustees met to act upon President Flory's successor. The administration of colleges generally had been terribly disrupted during the war years. Faculties were depleted, the enrollment of men in colleges was tragically reduced, financial income was inadequate to meet operating expenses, and plans for college development and expansion everywhere had been suspended and postponed. Bridgewater also suffered in this respect, as had colleges generally.

The prospect of men returning from the armed forces

[1] Trustee files, letter dated November 19, 1918.
[2] *Bridgewater College Bulletin* for December 1918, pages 3 and 4.

to re-enter college and the influx of younger men whose education had been interrupted by war conditions loomed as a major problem for colleges and universities. Bridgewater had constructed no buildings since 1910 when Wardo Hall was erected and was now poorly prepared for such an increased enrollment with dormitories, classrooms, and laboratories all deficient. The importance of endowments had increased under the pressure of the accrediting agencies and of college associations. The salaries of professors, too, were totally inadequate. More and more money was demanded for libraries, laboratories, and scientific equipment. In 1919, therefore, a major need of the College was funds with which to meet the growing demands of higher education.

All Brethren colleges were laboring under the handicap of inadequate finances. The passion for education among Brethren people had outrun their ability to support the schools they had founded. Few, if any, of their institutions in 1919 could be regarded as wholly stable. There were four schools in Virginia and Maryland, and all were seeking accreditment. They, with their small constituencies and limited resources, found standardization almost impossible. It was clear to many leaders in education that the survival of education within the Church demanded the correlation and perhaps the consolidation of institutions.

A study was then being made of higher education among the Brethren by John S. Noffsinger, secretary of the General Educational Board of the Church. His findings were published under the auspices of Teachers College of Columbia University in 1925. He recommended in this thesis that "Bridgewater College become the Standard Senior College for the area (Southeastern) and Blue Ridge College an

affiliated standard Junior College and Academy."[3] The Noffsinger report stimulated a new appraisal of the policy of higher education among all the Brethren colleges and gave impetus to the movement of consolidation which had already been inaugurated in the Southeast.

Another current of thought, related to the progress of higher education, was also prevalent among the Brethren at this time. They were breaking with their past in such traditional matters as mode of dress, the free ministry, and the non-use of musical instruments in churches. Changes of this character in religious bodies, involving a break with ideas of the past, usually contribute to a sense of uncertainty and insecurity.

The conservatism of the Brethren was expressing itself now more in the area of doctrine and beliefs and less in relation to religious forms and traditions. There was a pronounced tendency toward creedal commitments and a growing anxiety over doctrinal and theological matters. Colleges and college professors were looked upon with a degree of fear and suspicion. The historical and scientific method of study, especially as applied to the Scriptures, was under question and those who taught in the field of religion could scarcely escape the arrows of criticism. Young men, fresh from universities and theological seminaries, were especially subject to scrutiny and suspicion.

The educational world in the early twenties of the nineteenth century was also astir with such issues as liberal versus specialized education. The broad field of cultural studies was under appraisement as over against the exact sciences. Professional and vocational studies were also demanding recognition by institutions of higher education.

[3] Noffsinger, J. S., *Program of Higher Education in the Church of the Brethren,* page 63.

These movements in education demanded that colleges rethink their program and restate their objectives. The accrediting agencies added the weight of their influence to this movement by appraising college resources and equipment in relation to the objectives which colleges set for themselves. It was urgent and important for colleges to determine where they wanted and intended to go.

The educational atmosphere of this period was in no sense static. There were demands for movement and advance everywhere. Confusion and uncertainty with inevitable stress and strain prevailed in educational circles. There was at such a time both hazard and challenge in the confronting world. We shall now review the measures which were proposed by the new president as an answer to the situation which prevailed in education in general and at Bridgewater in particular.

Movements Inaugurated

The early months of the new administration witnessed the inauguration of important movements designed to serve the current needs of the College and to provide an answer to the challenge which the times presented.

The most pressing problem was that of finance. The endowment campaign had slowed to a standstill. The S. M. Bowman estate, to which reference has already been made, was booked for settlement in the spring of 1919. The College had received under his will three good Rockingham County farms, comprising about seven hundred acres of land. The settlement involved crops, livestock, farm machinery, furniture, and the sale of real estate. This gift came to the College at a crucial moment in its history. There was at that time great need for new financial resources and for a demonstration of confidence and of loyalty on the part

of influential people. S. M. Bowman, in the eyes of both the public and the Church, was just the person to provide such a demonstration. The financial campaign, now lagging, needed the life-giving impulse of such a gift.

In the history of Bridgewater College this was one of those times in the affairs of the institution when the "tide had to be taken at its flood." The objectives of the endowment movement were promptly revised upward and an intensive solicitation was inaugurated and carried forward until March of 1920. It was then suspended out of deference to a national interdenominational movement known as the Inter-Church World Movement, which promised church colleges some relief from financial strain. A summary of the results of the solicitation at that time showed that about thirty congregations of the Second, Northern and Eastern districts of Virginia had contributed approximately $225,000 to the movement and that the total endowment of the College, including cash and pledges, stood at $367,000.

A plan for the reorganization of the Trustees and of the faculty was also undertaken along with the endowment movement. The by-laws of the Board of Trustees were rewritten in the summer of 1919 and the duties of the officers of the Board, including the administrative officers of the faculty, were clearly defined. The office of dean was definitely established. At an earlier time Frank J. Wright had been appointed dean, but the office was never activated. A. W. Dupler, professor of biology and science, was elected to the new position but resigned before assuming his duties to accept an appointment in the faculty of Juniata College. The vacancy was promptly filled on August 18, 1919, by electing William T. Sanger to the position. At the same time John S. Flory was elected president-emeritus, and Charles C. Wright, professor of economics, was made

treasurer of the Board of Trustees and business manager of the College. With these appointments, the development of a new administrative team was in process. Executive procedures were also defined, and the responsibilities and relationships of the Trustees and of the faculty to each other and to the work of the College were restated.

The executive committee of the Board of Trustees was reconstituted with the president of the College as its secretary and its duties defined as falling mainly in the areas of business and finance. The faculty senate was organized as the "eye and ear of the faculty" in the area of educational development and advance. Organizational charts and graphs were developed and discussed. They included all employees who rendered service to the College, even janitors, cooks, farmers, and waitresses.

Along with these financial and organizational matters, a careful survey of the campus and of the College plant was inaugurated. The College engaged the architectural firm of Charles M. Robinson, of Richmond, Virginia, for this task. In the meantime an expansion of the College campus was under way. Options were taken on several tracts of real estate. The records of June 17, 1919, show that deeds were in hand and in preparation for the following properties:

The Rodeffer Property at a cost of	$2800.00
The McCann Residence at a cost of	5500.00
The W. H. Huffman Property at a cost of	6550.00
The Burns Property at a cost of	4750.00
The John S. Flory Property at a cost of	9322.00
The McCann Property at a cost of	4000.00
The W. N. Garber Property at $200.00 per acre.[4]	

These purchases expanded the College real estate from the original campus of about ten acres to an area of about one hundred twenty acres. The Rodeffer property is now

[4] Trustee minutes for 1919, pages 139-143.

Riverside Athletic Field; the McCann residence is the Administrative Annex; the Burns property is now the site of the home of the president; the Huffman property is the College farm between College Street and Dinkle Avenue; the Garber property is now the grazing area on the College farm and the site of faculty residences on College Woods Drive; the John S. Flory property is now the College farm where the barn and farm residence stand; and the McCann property is the site of Rebecca and Blue Ridge halls. The George B. Flory property was later added as the dean's residence for the accommodation of Dean W. T. Sanger and his family. The Grace Lee Berlin property was purchased as the site of the present apartment house.

The survey of the College plant showed that additional space for science laboratories, for housing women students, and for kitchen and dining facilities was imperative. The study of the architectural firm showed, however, that an expansion of the plant was impossible without an enlargement of the heating system. The movement, therefore, to provide new space had to begin with the utilization of unused space in the old buildings. The large unfinished basement of the gymnasium was converted into a chemical laboratory with a Tirrell gas generator located in the tank house in the rear of Wardo Hall. Another basement was excavated under Founders Hall and provision made for a home economics laboratory. Stanley Hall, now Memorial Hall, was rolled back about thirty feet in line with the newer buildings. It was also brick veneered, provided with a basement, and later renovated. The chemical laboratory was then moved to this basement space in order to release space for dressing rooms and showers in the basement of the gymnasium. Other improvements were made by enlarging the College chapel, providing separate classrooms

and dining rooms for College and Academy students, making improvements to the gymnasium, and similar renovating of dormitories, parlors, and faculty residences.

During the renovation of the older buildings, a campus layout was completed, showing the location of proposed steam lines, walks, drives, streets, and future buildings. The layout was the product of the Robinson Company of Richmond and of the Landscape Department of Virginia Polytechnic Institute under the personal direction of Allan H. Reid, professor of landscape architecture. This plan of development was approved by the Board of Trustees on December 23, 1920. This proposed development assumed that a new street, now Third Street, could be opened across the west campus; and that Fourth Street, a dirt road extending from the Flory residence to Dinkle Avenue in front of what are now Rebecca and Cole halls, could be closed. It also assumed that Broad Street would terminate at the campus line. To make sure of this, Rebecca Hall was appropriately located. It was also assumed that this street would finally be opened into Main Street to become the main approach to the campus. This was all accomplished with the co-operation of the Town Council except that the opening of Broad Street into Main was blocked, temporarily it was thought, by the refusal of a property owner on Main Street at the intersection of the proposed Broad Street extension to sell his property at any price.

Another harassing condition was the absence of improved streets in the town of Bridgewater. College Street was often a sea of mud in the winter and a cloud of dust in the summer. Improvement of this condition was imperative. The street, with a small sum of money raised by private subscription and with aid from farmers of the community with their teams and wagons, was surfaced with

cinders and clinkers from the College heating plant. Later the sum of about two thousand dollars was raised by the College and property holders and turned over to the town with the understanding that the Town Council would apply crushed stone to the street and assume its maintenance thereafter. This movement awakened interest in the community in street improvement and College Street eventually was included in the state highway system.

Plans for a new central heating plant and a dormitory for women were completed during the summer of 1920. Bids for the dormitory were unsatisfactory but the contract for the heating plant was let on July 9, 1920. It was decided to postpone the proposed dormitory and build instead a less expensive building which could be used temporarily as a dormitory for women and later as faculty residences. This led to the construction of the building now known as the Apartment House. It was ordered from Sears Roebuck Company, and D. L. Evers, a member of the Board of Trustees, was engaged as construction foreman. It was decided at the same meeting to construct a modern barn on the College farm. These three buildings, together with the equipping and stocking of the College farm, were projects of 1920-21. Mr. Evers was later employed to supervise this total development. His efficiency had been concretely demonstrated in a smaller operation when the Trustees had authorized the construction of a balcony in the gymnasium at an estimated cost of eight hundred dollars. Mr. Evers later reported to the executive committee that the job was finished at a cost of three hundred seventy dollars.

These movements, related mainly to physical and material matters, led almost inevitably to movements of greater importance.

The Long Look

The term of Paul H. Bowman as acting president was terminated on February 18, 1921, when the Board of Trustees took the following action: "On motion Paul H. Bowman was unanimously elected president of Bridgewater College for an indefinite period of years."

The affairs of the College began now to take the form of a long look ahead. The item of immediate consideration was that of full accreditment. This involved approval by the Southern Association of Secondary Schools and Colleges. Dean W. T. Sanger was appointed to represent the College at the 1920 meeting of the Association in Chattanooga, Tennessee, for the purpose of discovering what demands were made by the Association for accreditment and what procedures should be followed in applying for membership.

It was discovered that a minimum endowment of a half-million dollars was required of standard colleges; that the income from such funds should be regular and stable; that library and laboratory facilities were required far beyond what Bridgewater then provided; that a strong faculty with a majority of the professors holding the Doctor of Philosophy degree was expected; that faculty salaries should be almost twice the amount then paid at Bridgewater; that the College and the Academy should be completely separated as regards dormitories, classrooms, laboratories, and faculty; and that the records of graduates in the graduate schools of the great universities should be satisfactory. Many other such items constituted the criteria for judging the merits of a college by the Association.

Immediate steps were taken to qualify for Southern Association membership. Bridgewater was unknown in Southern Association circles, and the Brethren people were

regarded as backward in education. It was difficult, therefore, to secure from the Commission on Higher Institutions an inspection of the College. However, representatives did finally visit the College, and in December of 1922 Bridgewater was admitted to what was called the "B" list of the Association with certain deficiencies charged against it. These conditions were gradually removed, and in December of 1925 the College was finally admitted to full membership.

A rare tribute was paid to the College and the Brethren people as this action was taken. When Bridgewater's representative appeared before the reviewing commission, Dean H. D. Campbell of Washington and Lee University, chairman, yielded the chair to the vice-chairman. As he withdrew, he said to the commission: "Gentlemen, I am very tired. You have now called a college from Virginia which I have visited. Its president is to appear before you. I do not know what questions you will ask him, and I do not know what his answers will be. But whatever he says has my endorsement. He is a Dunker and the Dunkers do not know how to lie." Then, on the following day, the executive secretary, in reporting the action of the Association to the representative of the College, also said: "The admission of Bridgewater College to the membership of the Association is a victory for honesty and veracity." He explained that the commission had discovered that Bridgewater had understated rather than overstated its case and that such was a rare experience for the officials of the Southern Association.

This was a very significant achievement for the College. Its graduates were now admitted unconditionally to graduate schools throughout the country and those who entered the teaching profession were certified in all the states on a par with the graduates of other great colleges. Bridgewater

had now come of age as the first institution of the Brethren to attain such rank in Southern education.

There was carried on in conjunction with the standardization movement a campaign of correlation and consolidation among the Brethren schools of the area. President Bowman had spent three years in the leadership of Blue Ridge College in Maryland prior to coming to Virginia. An effort toward standardization had been made in that college and he was familiar with the handicaps which confronted the Brethren schools. He had the conviction that the survival of Brethren institutions depended on high quality in education and on full standardization of their schools. He believed that permanent accreditment and superior quality in education were impossible apart from correlation and consolidation of Brethren resources. This movement involved the four institutions of the Southeast which were then in operation: Bridgewater, Blue Ridge, and Daleville colleges, with their affiliated academies, and Hebron Seminary. The relationship among these schools, at that time, was one of rivalry and competition. There existed the usual loyalties and prejudices intermingled with an element of misunderstanding and antagonism. Efforts, therefore, were made in 1919 to remove rivalry in student recruitment and to cultivate among the presidents and faculties the spirit of fellowship and cordiality. Conferences of trustee representatives were arranged, and there developed gradually a spirit of mutual trust and co-operation. This led to an affiliation between Bridgewater College and Hebron Seminary in 1921.

The emerging policy of co-operation commended itself to the wisdom of thoughtful people throughout the Virginia area. In 1923 Bridgewater College submitted to Daleville

College a statement of policy which contained the following paragraph:

> We believe in the principle of cooperation and good will. That our problem is a common problem and can best be solved by working together is our profound conviction. We believe that the organization of a system of schools in our Church here in Virginia under one general trustee board holds for us advantages which we can never realize under our present system. Such a plan would be more economical, would give to each institution an opportunity to occupy a distinctive field, and would open the way immediately for the standardization of our institutions as dignified and high-class schools of their respective types.[5]

This statement led to many conferences and joint discussions between the Trustees of Bridgewater and Daleville colleges during the following months. They finally arrived at the almost inevitable conclusion that the affiliation of these two colleges was practical and wise and that such a recommendation should be submitted to the state districts controlling the schools. This they decided to do. When the districts had approved the recommendation, the Boards met in joint session November 22, 1923, and drafted the following resolution:

> Whereas, the state districts, owning and controlling Bridgewater and Daleville Colleges, assembled in their respective district conferences have endorsed through their official delegates the recommendation that our two schools be merged and federated into a system of schools of the Church of the Brethren in the South:
>
> Therefore be it resolved, That we, the Trustees of Bridgewater and Daleville Colleges, assembled in joint session on this the twenty-third day of November, nineteen hundred twenty-three, do, by the passage of this resolution, merge our two schools into one system. Their territories, constituencies, and resources, except as hereafter provided, shall be held in common and utilized to the highest and best interests of the Church and of the young people whom we seek to serve. These schools shall hereafter be operated and administered under such type of organization as shall be mutually agreed upon.

[5] *Bridgewater-Daleville College, 1880-1930,* page 236.

It is further resolved, That the proposed merging of the two institutions become operative at the close of the present academic session.[6]

A new charter was drafted and by-laws were prepared and adopted, creating a new corporation which was to be known as Bridgewater-Daleville College with authority to conduct an institution of higher education at Bridgewater and a secondary school at Daleville. The affiliated Seminary at Nokesville continued to be a part of the movement, but not a legal member of the corporation.

Throughout these negotiations President Bowman held in reserve another alternative which was shared with a small group of leaders. It offered great possibilities and met with favor within a limited group of Church officials. The proposal involved the complete abandonment of the two school plants at Bridgewater and Daleville and the establishment of a new college in a new location. The cities of Roanoke and Waynesboro were considered as possible locations. Some business and church leaders in the Roanoke area proposed a magnificent free site within the city limits and a gift of $250,000 toward a new college plant. However, the investment in the old plants was considered too great and the sentiment clustering around them too strong to lend wide favor to this proposal. The idea was, therefore, abandoned.

The new Board of Trustees proceeded to organize by electing J. A. Dove, of Cloverdale, president of the Board; H. G. Miller, of Bridgewater, president-emeritus; John C. Myers, of Broadway, and W. P. Crumpacker, of Roanoke, first and second vice-presidents; John S. Flory, of Bridgewater, secretary of the Board; N. D. Cool, of Bridgewater, treasurer of the Board and business manager of the College;

[6] *Ibid.*, page 239.

L. C. Coffman, of Daleville, assistant treasurer of the Board and business manager of the Academy.

The presidencies of the two institutions were declared vacant. The balloting for a new president of the consolidated institution resulted in the unanimous election of Paul H. Bowman as president of Bridgewater-Daleville College. Frank J. Wright was then nominated as dean of the College and Roy D. Boaz as principal of Daleville Academy. Both were unanimously elected to their respective offices. W. H. Sanger was suggested to the Trustees, responsible for the management of Hebron Seminary, as principal of that institution.

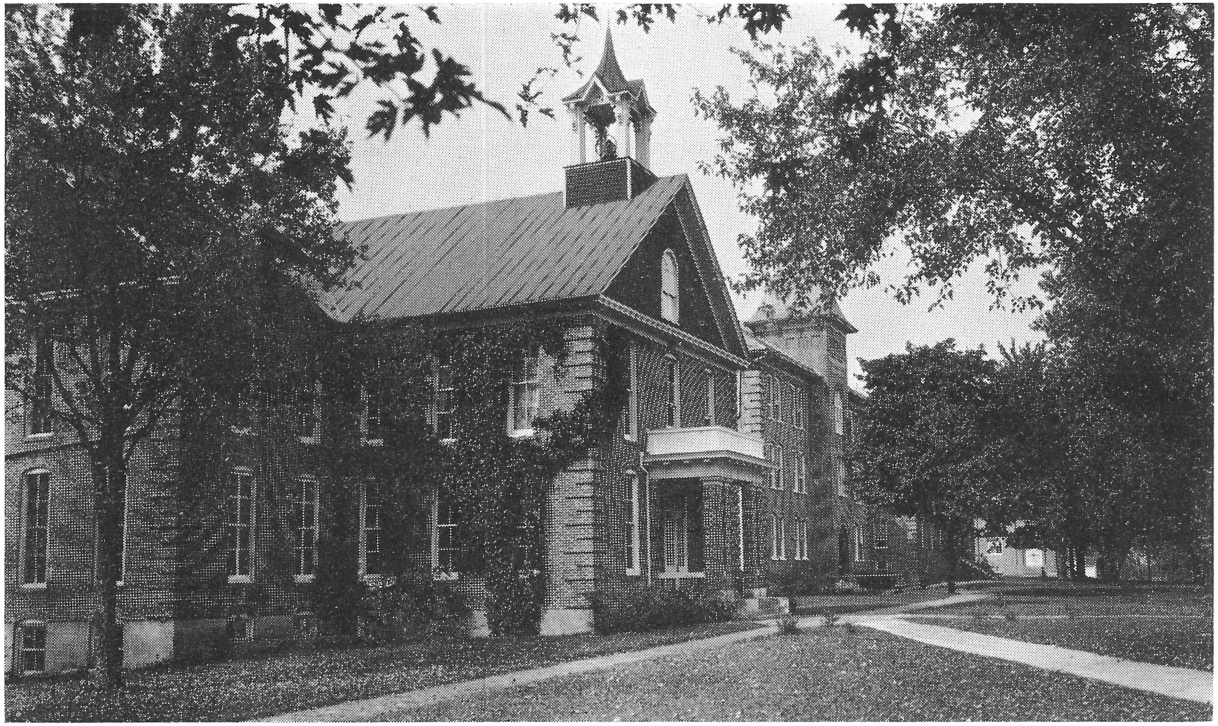
Negotiations were being carried on during this period with Blue Ridge College of Maryland as a possible member of the affiliated movement. A vigorous effort toward standardization had been made by that institution under the leadership of President J. M. Henry. The school had shown development, but it was increasingly clear that the financial resources of the Brethren in Maryland were inadequate for the support of an accredited senior college. The Blue Ridge College authorities finally decided to operate as a junior college and agreed to consider affiliation with the Bridgewater-Daleville movement as the junior college of the system. In January of 1929 a joint committee of the two boards agreed to recommend that the Maryland-Virginia schools merge into a single educational unit under the control of an interlocking Board with full autonomy guaranteed to Blue Ridge College in its local management. This arrangement was finally approved by the church districts of Maryland and by the General Education Board of the Church of the Brethren. It was never confirmed by any legal authority, but was rather a practical working agreement for mutual advice and helpfulness.

D. C. Flory

W. B. Yount

John S. Flory

Paul H. Bowman



The Old Campus, Bridgewater College

The wisdom of this movement on the part of Blue Ridge College was never seriously questioned, but it came too late to accomplish completely its over-all objective, as we shall see in a later chapter. It did, however, unify the energies and resources of the Brethren people of the South and it made possible continued progress and perhaps the very survival of higher education as demonstrated in the growth and expansion of Bridgewater College, which became the official four-year college of the area.

Doctrinal and Theological Matters

Anxiety had been expressed by Church leaders concerning trends toward worldliness in the College. This concern began now to express itself in relation to the doctrinal and theological views of professors and College officials. Certain young professors, and particularly the president, were objects of anxiety. The minutes of the Trustee Board carry the following entry under date of June 22, 1920: "A communication was read in which some of President Bowman's teaching was criticised. After considerable discussion the members of the Board unanimously expressed their complete satisfaction that there is no foundation for the criticism and appointed H. G. Miller and J. C. Myers to confer with the dissatisfied parties."[7]

The Fundamentalist-Modernist controversy was then gathering momentum among the Protestant churches of the South and it required more than a trustee resolution to allay fears of this character among the churches.

In April of 1923 a query was presented to the district conference of Northern Virginia by the Greenmount Congregation requesting an official investigation of the

[7] Board of Trustees minutes for 1920, page 11.

religious teaching going on in the College. President Bowman was present at that conference and responded to this item of business with a warm invitation to appoint a committee to visit the College, make such investigation as they might desire, and to report to the conference of 1924. The conference returned the Greenmount paper, accepted the invitation of the president, and appointed an investigating committee consisting of Elders C. E. Long, L. S. Miller, J. S. Roller, and P. S. Thomas, and J. W. Myers, representing the laity.[8] A questionnaire was widely circulated among the churches in order to pin down the so-called heresies and the committee spent three full days on the campus in the discharge of their assignment. They were welcomed warmly by the College and given full freedom to carry on their investigation.

A report was made by this committee to the district conference of 1924, which convened in the Mill Creek Church. They reported that they had visited the College, had attended classes, had observed the religious activities of students in chapel, in Bible study, and in worship groups, had interviewed students, had conferred with professors and officials, and had otherwise faithfully carried out their assignment. The report stated that the Darwinian theory of evolution was a subject of free discussion on the campus but that no professor was found who subscribed to the theory; that the faculty had a strong desire to support the great doctrines of the Church and showed respect for the decisions of Annual Conference, and that the "College was exerting a deep spiritual influence over the students in attendance." The report concluded with the following sentence: "We sincerely hope and pray that Bridgewater

[8] Northern Virginia district meeting minutes for 1923, page 27.

College may continue to hold her rightful place in the life of the Church, and that the Church may give fostering support to the College in order that it may render its largest and best service to the world."[9]

This report by able and trusted elders served to allay fear and anxiety among the churches concerning doctrinal matters and contributed to a new confidence in the College and in its leadership. The College continued its traditional policy of offering to the Church almost unlimited service both on and off the campus and in its unwavering desire to be associated with the Church and to serve as a custodian of the fundamental teachings of the Christian faith.

Faculty and Administrative Personnel

There was relatively little change in faculty during the decade from 1920 to 1930. This was due in part to the fact that salaries had almost doubled during the period and the College was better able, therefore, to retain on its staff competent teachers. It was also partly due to the quality of the men and women who were appointed to the faculty. They were loyal to the spirit and ideals of the College and eager to make their contribution as members of the College community. The College found strength and stability in the long tenure of those who labored in the faculty and in administrative positions.

The catalog of 1920 indicates that a system for determining the rank of teachers had been established and they were for the first time designated as professors, associate professors, assistant professors, and instructors. Training, experience, length of service, and efficiency were factors in determining faculty rank. This was related to salaries and contributed to the establishment of a salary scale which

[9] Northern Virginia district meeting minutes for 1924, page 6.

was recommended by the faculty and approved by the Board of Trustees as fair and equitable.

Many of the professors previously referred to in the account of President John S. Flory's administration remained with the College during this period. Among those who came into the faculty on new appointments were Dean W. T. Sanger, who transferred to Bridgewater in the summer of 1919 from the deanship of Harrisonburg State Teachers College (Madison College). He had formerly served in the Bridgewater faculty and it was a happy choice which brought him back as its first dean. He served from 1919 to 1921 when he resigned to accept an appointment as executive secretary of the Virginia State Teachers Association and editor of the *Virginia Journal of Education*. He was a gentleman, a scholar of superb qualities, and a college executive of extraordinary ability. He gave the office of dean permanent status and clothed it with influence and dignity.

W. T. Sanger was succeeded as dean by Frank J. Wright, who was serving in the faculty at that time as professor of geology. He was an eminent scientist and teacher, and a gentleman of the highest order. He served as dean of the College from 1922 to 1924 and was then succeeded by his brother, Charles C. Wright, who served in that office from 1924 to 1946 to establish a tenure of twenty-two years and a record of service which can scarcely be excelled.

Another officer of the faculty who helped shape the destiny of the College in these years was Newton D. Cool. He served as principal of the Academy from 1918 to 1924, at which time the Academy was transferred to Daleville. He then became business manager of the College and treasurer of the Board of Trustees. He continued to offer

instruction in business and commerce and to hold positions of trust and influence.

The office of registrar was established in 1924 in order to lighten the load of the dean, who had previously assumed these responsibilities. Mattie V. Glick was the first to serve in the new office. She had prior to this time borne the title of secretary of the faculty and bursar. She served in the latter position as bookkeeper and assistant to the treasurer. As registrar she also became secretary to the president. She held this position until 1935. She then served one year as full-time registrar and in 1936 became secretary to the president. She is currently holding that position to establish an all-time record of thirty-one years in that office.

"Miss Mattie," as she has been affectionately called by both faculty and students during these many student generations, in her service to Bridgewater College almost establishes the doctrine of the "indispensable woman."

Miss Glick was succeeded in the registrar's office by Everett R. Shober, who served as registrar in combination with his teaching duties from 1936 to 1944. In the fall of 1944, the office of dean was, as a war measure, temporarily suspended and combined with that of the registrar. Mr. Shober served in that position until the end of the war, carrying the title of registrar and executive secretary of the faculty.

Others who joined the faculty in this period to serve long and significant terms were Minor C. Miller, to become the first professionally trained professor in the field of religious education; Mary McKee Seebert, to become the first professionally trained dietitian and professor of home economics; E. M. Starr, to become the first full-time professor of chemistry; Edward B. Van Pelt, to become the first professor of agriculture and biology on the S. M. Bowman

Foundation; Edgar S. Kiracofe, to become the first director of physical education with full faculty status; and Arthur B. Miller, to become the first full-time pastor of the College community.

There was brought into the faculty during this period a group of younger men and women who remained for long terms of service and who left upon the College an imperishable imprint of life and character. Among these were Nevin W. Fisher, Nelson T. Huffman, Ruth E. Weybright, and Olivia Cool in the department of music; and Frederick D. Dove, and his wife, Mrs. Alice B. Dove, in psychology, sociology, and modern languages.

J. M. Henry entered the faculty late in this period as an experienced teacher and educator to give unstintingly of his talent and energy to build a strong and permanent institution at Bridgewater.

Another group of professors served for shorter periods of time but left behind them records of distinguished service. Among these were Michael J. Zigler in psychology; Ada Pearl Kurtz in history and English; James A. Harman in music; Ruth I. Cline in English and literature; Georgia R. Shrum in art; Ira F. Thomas in commerce; and Rachael C. Laughlin in psychology and education.

There was introduced in 1921 something of an innovation in the area of the culinary staff. For the first time the College employed a Negro male cook and a colored staff of helpers. This was a double innovation—male and colored. The resident students of those years will not soon forget Chef Roy Anderson, who prepared their meals for almost fifteen years, nor his successor, Chef Faith Whitelow, genial and trustworthy, who almost grew up in the College kitchen and served as head of the kitchen staff from 1925 until his untimely death in 1952.

The College put special emphasis on good and nutritious food, well prepared, and tastily served. The farm with its dairy herd and almost unlimited supply of wholesome milk, its poultry flock, and its meat and vegetable production programs furnished a supply of fresh food scarcely equaled by any college in the land.

The service of Homer P. Shaver, which extended throughout this period, deserves special recognition. He joined the College staff in 1909 and served continuously until failing health compelled his retirement in 1938. In fair weather and foul, early and late, day in and day out, he performed his duties in faithfulness as janitor, carpenter, plumber, electrician, engineer, and gardener.

A Campus Tragedy

The first and only student death to occur on the campus in the first seventy-five years of the history of the College shocked the College community on the evening of October 14, 1926. Gordon K. Hoover, of Roanoke, lost his life by accidental asphyxiation by hydrogen sulphide gas in the chemical laboratory, which was then located on the basement floor of the College gymnasium. It was apparently a case where a proposed innocent prank suddenly and unexpectedly became an instrument of destruction. Except for the presence of mind and courage of E. B. Van Pelt, professor of biology, there might have been a terrible toll of several student deaths. In an effort to rescue young Hoover from the gas-filled laboratory four other students barely escaped death. They were Joseph L. Kinzie, of Salem, Lawrence Glick and Leonard Hollen, of Bridgewater, and Omar Hartman, of Westover, Maryland.[10]

[10] *B. C. Bee*, issue of October 21, 1926, pages 1-4.

Gordon Hoover was loved and esteemed by his teachers and his fellow students. He was a man of rare talent and promise. Following this tragic experience, the students in mass assembly established what was called the Gordon K. Hoover tradition, in which it was agreed that reference should be made annually to the life and character of Gordon Hoover and that as a matter of student honor no approved freshman class function on the campus would again be disrupted by upperclassmen. This commitment was faithfully respected for at least twenty years following this campus tragedy.

The Semi-centennial Celebration

During the session of 1925-26 President Bowman proposed a Semi-centennial Movement to be observed in the year 1930. The Trustees, the faculty, and the Alumni Association approved the idea and the *College Bulletin* of October 1926 announced the objectives and the plan of the movement. Projected for the benefit of both Bridgewater College and Daleville Academy, it included funds for endowment and plant additions on both campuses. The total objective was $500,000, one half of which was for endowment and the other half for physical improvements. The proposed program included a new heating plant and the renovation of Denton Hall at Daleville, the construction of an auditorium section of a future administration building at Bridgewater and four additional buildings: a refectory building, a women's dormitory, a library building, and a science hall. The Trustees objected to the employment of a professional agency to direct the movement and requested the president of the College to assume that responsibility. The movement was organized around the "Committee of One Hundred," each member of which

became a captain of a committee of ten to form the "Committee of One Thousand." Membership on this committee was drawn from alumni throughout the world, who agreed to contribute at least one hundred dollars each to the movement and to solicit for an additional four hundred dollars.

This was an ambitious movement. It ran into the depression years of 1928 and 1929 and fell far short, therefore, of its objective. It did, however, discover two great benefactors and provided the College with two substantial buildings. These buildings, as finally constructed, represented a revision of the proposed plan of the movement. The Board consolidated the proposed refectory building with the women's dormitory into Rebecca Hall, and the library with the auditorium into Cole Hall. Renovations were made in existing buildings for the enlargement of the chemistry, physics, and biology laboratories.

The two benefactors significantly identified with this movement were Benjamin Cline and Virginia Garber Cole. Miss Cole later became Mrs. Harry Strickler. Mr. Cline was an elderly gentleman of the Weyers Cave community who had been a successful farmer, a churchman, and a community leader. He and his wife, having no children, bestowed their affection on young people of the community. Their home was one of happiness and cordiality and they had an active interest in movements which were related to youth and their problems. Mr. Cline gave $10,000 to start the fund for the women's dormitory. The gift was made in memory of his wife. When the building was completed the Trustees extended to him the privilege of naming the building; he directed that its name should be Rebecca Hall in honor of his wife, Rebecca Driver Cline.

The other benefactor was familiarly known to her

friends as Virginia. The story of her life cannot be recorded completely here, but her connection with the Semi-centennial Movement will be honored in the memory of countless generations of students. Virginia Garber grew up into a beautiful girl, became a nurse, and was employed as nurse and companion to the mother of Dr. Charles Knox Cole, of New York. She cared for Mrs. Cole until her death and then nursed Dr. Cole through a lingering illness until his death in 1920. When his will was probated, she, as an adopted child, became an equal heir with his own children to his estate, which was valued at approximately one million dollars. In devotion to her parents, she returned to Virginia and to her people in the Shenandoah Valley. She spent a week as a guest in the home of President and Mrs. Bowman as she visited her nephew, Jacob Garber, then a student at Bridgewater. Shortly after that she established a student loan fund of $5,000 in memory of Dr. Charles Knox Cole. This gift was finally merged into the Semi-centennial Movement and later matured into Cole Hall, which she financed in its entirety. Virginia Garber Strickler died August 6, 1953. The records of the College reveal that her gifts to Bridgewater College over a period of thirty years amounted to more than $100,000. She became, therefore, one of the largest benefactors of the College.

The Semi-centennial Movement included several other significant features. The most significant of these was the publication of a second volume of the history of the College under the title, *Bridgewater-Daleville College*. It was edited by a distinguished son of Bridgewater, John W. Wayland, who had edited an earlier history in 1905, under the title, *Bridgewater College: Its Past and Present.*

Another project of importance was the publication of the first complete directory of the alumni. This publication

was edited by Mattie V. Glick, secretary of the Alumni Association. It showed that there had been eight thousand fifty-three registrations in the College up to that time and that three hundred ninety-seven college degrees had been conferred.

Another development of interest was a tree-planting campaign on the campus which was undertaken in April of 1930. The president had grown several hundred trees from seedlings in his garden. The faculty declared a holiday, and teachers and students joined in a day of fellowship and labor to plant many of the trees which now shade and beautify the Bridgewater campus. The list included American elm, poplar, dogwood, redbud, walnut, sycamore, ash, maple, and other varieties, some of which were transplanted from the mountains and farms of the community.

The financial report of the Bridgewater-Daleville corporation at the end of the Semi-centennial year showed that the plant and physical properties were valued at $501,326 and that the total endowment, including cash and pledges, amounted to $475,640. The indebtedness was reported to be $93,503. This gave to the corporation net assets of $883,460 exclusive of the assets of Blue Ridge College, whose financial affairs were under the management of its own Board of Trustees.

Rebecca Hall was opened to receive students at the beginning of the session in September 1929 and was dedicated at the alumni banquet in June of 1930 with W. J. Showalter, Class of '95 and associate editor of the *National Geographic Magazine,* making the address. Cole Hall was opened with the presentation of the operetta, *The Princess Bonnie,* by the music department of the College in December 1929 and was formally dedicated in an address by the

Honorable Corral Beedy, member of the United States Congress, from Maine. The celebration was concluded at commencement in 1930, with President Henry Louis Smith, of Washington and Lee University, making the address.

The Semi-centennial celebration was the culmination of a fruitful decade in the history of Brethren education in the South. The Brethren people had awakened, in a measure at least, to the demands of higher education and to the potential ministry of Christian education at the college level. Their educational horizon had broadened and their loyalties had been transferred from local institutions to the wider outreach of education. As they channeled their resources toward fewer and better institutions, they created new life for the total movement of which they had been worthy sponsors.

Part Three

* * * * *

Promote then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of government gives force to public opinion, it is essential that public opinion be enlightened.—*George Washington*

* * * * *

If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be. —*Thomas Jefferson*

Chapter VIII

A SECOND ADVENTURE IN HIGHER EDUCATION—FINAL EFFORT IN SECONDARY EDUCATION

We have traced in the preceding chapters the progress of higher education at Bridgewater from about 1887 through a period of about forty years to the Semi-centennial celebration in 1930. We shall now turn from a study of Bridgewater College to consider the development of higher education and the last effort of the Brethren in secondary education, at Daleville, Botetourt County, Virginia.

It was the purpose of the Brethren leaders in 1890 to establish a normal school at Daleville rather than a liberal arts college. This was reflected in the name which they gave the institution, Botetourt Normal School. When it was later incorporated they retained the word *Normal* as a part of the title and called it Botetourt Normal College. The school was at that time empowered to confer the Bachelor of English degree, which was a degree in education designed for those who expected to teach in the public schools.

A New Objective Emerges

During the session of 1909-10 a combination of circumstances inspired the Brethren at Daleville to new purposes. An elderly leader in education came among them in January of that year to conduct a Bible institute on the campus. That leader was J. G. Royer, a founder and former president of Mount Morris College, Illinois. A new dormi-

tory for women was urgently needed at Daleville, and Mr. Royer, being a successful solicitor for funds and a strong promoter of educational sentiment among the Brethren, was engaged to solicit money for the proposed building. In a relatively short time he secured pledges and gifts to the amount of $10,000, which was the estimated cost of the dormitory. The building was completed the following summer and was dedicated, as we have seen, to the memory of Ann Maria Nininger, the wife of B. F. Nininger. It was at this time that the old home of Peter Nininger was also transferred to the College by Mr. Nininger, to which previous reference has also been made.

In addition to these developments the Trustees provided the sum of $10,000 for campus improvements and additional educational equipment. The College at the same time received, through the generosity of T. C. Denton, a gift of $20,000 for the endowment of the school.

Under the impact of these developments and with the encouragement which Mr. Royer undoubtedly offered, the Board of Trustees decided to add a full four-year college course to the curriculum. The catalog of June 1910 announced such a course of study leading to the Bachelor of Arts degree. On October 14, 1910, the Board passed a resolution applying for a revision of the charter. The proposed amendment included the following statement:

> Resolved, That it is advisable to change the name of the corporation from that of Botetourt Normal College to that of Daleville College, and that the charter of the said corporation passed by the General Assembly of Virginia, approved February 25, 1892, be altered and amended in the following particulars:
>
> That section one be so changed and amended to read as follows:
>
> 1. That T. C. Denton, B. F. Nininger, D. N. Eller, R. G. Layman, S. L. Shaver, J. A. Dove, P. S. Miller, Samuel Crumpacker, C. D. Hylton, G. W. Layman, B. F. Flora, R. T. Akers, William Elgin, and Monroe Garst, and such other persons as may be hereafter

associated with them, and their successors, be and the same are hereby constituted a body corporate by the name and style of Daleville College, for the purpose of conducting a college of learning of high grade in the county of Botetourt to be known as Daleville College.

Thus Daleville College, as a four-year liberal arts college, came into being as a second such institution of the Brethren in the South.

During this period the school was officially offered to the Church in an effort to broaden its appeal and strengthen its support. This proposal was first made to the First District of Virginia. After some delay for study and investigation, the district conference accepted Daleville College in 1912 as an official school of the Church. Other districts of the South joined in this action in 1916. The school then became the official property of the First and Southern districts of Virginia, the District of North and South Carolina, and the District of Tennessee, which at that time included Alabama, Florida, and Georgia. Daleville College was then considered by the Brethren as being coordinate with Bridgewater College, then owned, as we have seen, by the Second, Northern, and Eastern districts of Virginia, and by the First and Second districts of West Virginia. Thus the Brethren were at that time officially committed to the maintenance of two four-year liberal arts colleges in Virginia.

Moherman Becomes President

D. N. Eller was still in the presidency at Daleville. His failing health and the larger program now outlined for the institution suggested a new leader. John C. Myers, of Broadway, who had recently withdrawn from the faculty at Bridgewater College, was invited to consider the presidency. He was then connected with the public schools of his native county, the county of Rockingham. After

some negotiation he decided to stay with the public school system.

The Daleville Trustees then turned to Tully S. Moherman, professor of sacred literature and philosophy at Bridgewater, where he had served since 1909. Mr. Moherman responded favorably to the call, was elected to the presidency of Daleville College during the spring of 1911, and was inaugurated at the opening of the session in the fall of that year.

D. N. Eller remained in the faculty as professor of English and pedagogy. During the following year he was made dean of the normal department. This title reflected the original purpose of the school and suggests reluctance to abandon completely the role of a teacher-training institution.

Trustees and Benefactors

The personnel of the Board of Trustees changed but little across the years. The membership and organization of that body was first announced in the catalog of 1896-97. T. C. Denton was president of the Board at that time and held that office for seventeen years until his death in January 1914. He was succeeded by J. A. Dove, who was also a member of the original Trustee Board. Mr. Dove served as president of the Daleville Board until 1924 and then of the Bridgewater-Daleville Board until ill-health forced his resignation in 1931. B. F. Nininger also served on the first Board of Trustees and continued in its membership until 1923 when on account of failing health he resigned as an active member. He was retained as an honorary member for the rest of his life.

T. C. Denton, B. F. Nininger, and J. A. Dove and their wives constituted a triumvirate of families of close

kinship whose service and generosity were sustaining factors in the life of Daleville College. Messrs. Denton and Nininger were brothers-in-law in a double sense. Mr. Denton's wife was Lula Nininger, a sister of Mr. Nininger, and Mr. Nininger's wife was Ann Maria Denton, a sister of Mr. Denton. Mrs. J. A. Dove, as a niece of Mrs. Denton, had spent much of her girlhood in the Denton home and, since Mr. and Mrs. Denton had no children, she fell heir to a substantial share of their estate.

R. G. Layman, S. L. Shaver, P. S. Miller, Samuel Crumpacker, G. W. Layman, R. T. Akers, William Elgin, and Monroe Garst were also members of the Board at the beginning of the Moherman administration. The membership changed slightly from year to year to admit representation from the new Church districts which joined in the ownership of the school. S. J. Bowman came on the Board in 1915 representing the District of Tennessee and Alabama. S. H. Garst was added to this representation in 1917. In that same year J. H. Griffith and S. P. Jones were elected to represent the District of North and South Carolina, and Levi Bowman and S. P. Reed to represent the Southern District of Virginia. Other names to appear as Trustees during this period were W. P. Crumpacker, Levi Garst, John Shaver, J. Alfred Flora, J. W. Ikenberry, I. T. Hooker, and L. N. Kinzie. It appears that faculty representation on the Board was also established during this period and J. M. Henry and L. C. Coffman, both of the faculty, were elected to membership.

The principal benefactions to the school, in spite of the broadened representation, continued to come mainly from Messrs. Denton and Nininger. D. C. Moomaw, appointed an honorary member of the Board, made a gift of $10,000 during this period, but it was in the form of

an annuity contract and for the time being was a liability rather than an asset. B. F. Nininger was a man of great modesty and his gifts to Daleville College were rather confidential. They were frequently paid directly to creditors and did not pass through the records of the school. Mr. Denton was also a modest man but his most substantial gifts were by bequest and to the permanent funds of the school and hence were a matter of public knowledge. It is certain, however, that T. C. Denton and B. F. Nininger were the greatest benefactors of Daleville College.

Mr. Denton's death in the early years of the Moherman administration was a severe loss to the institution. It not only removed a great benefactor but it broke the Denton-Nininger team, which had been an incalculable blessing to the institution. Mr. Nininger himself scarcely recovered from the shock of this loss, and the College never succeeded in discovering other patrons who were able to play a comparable role in the life of the school.

A Change in Business Policy

The Trustee Board was compelled to make a radical change in the plan of management with their expansion into the field of higher education. Prior to 1911 the school plant had for a number of years been leased to a group of professors who assumed the responsibility for operating the school and accepted the surplus income as their compensation. This plan was fairly satisfactory so long as they operated as an academy and could employ teachers with limited education at low salaries. But when compelled to employ teachers with college and university training at larger and at stipulated salaries, the expense was much greater than the income and the managing group was left with almost no surplus. As a result the Board of Trustees

was compelled to assume direct responsibility for the operation of the College. They were soon confronted by a financial situation with which they could scarcely cope.

Faculty Personnel

There had been a vigorous effort to strengthen the faculty in anticipation of the establishment of the four-year college course. President Eller had added to the teaching staff able and better trained men in George A. Layman, a graduate of Manchester College; J. Cephas Flora, of Juniata College; J. M. Henry, of Bridgewater College; I. E. Oberholtzer, of Juniata College; and Uriah J. Fike, of the University of Michigan. These men all held Bachelor of Arts degrees from standard colleges. He also employed two men with Master of Arts degrees. They were Harry I. Johnson and Walter J. Staley. Their degrees had been conferred by Roanoke College and did not represent graduate study at the university level.

These additions to the faculty in a short span of about three years represented a very advanced step for an institution which had previously employed as teachers almost no full-fledged college graduates.

The first faculty for which President Moherman was entirely responsible included, besides himself as president and professor of philosophy and education, D. Newton Eller, professor of English and pedagogy; C. S. Ikenberry, professor of Bible and church history; J. Maurice Henry, professor of ancient languages and history; Herman A. Shaver, professor of mathematics; Harry I. Johnson, professor of science; Ira F. Thomas, principal of the commercial department; Anna M. Bowser, instructor in shorthand and typewriting; Edward D. Naff, instructor in voice; Rachael A.

Roop, instructor in piano and harmony; and Regina Peery, instructor in painting and drawing.

Luther C. Coffman joined the faculty in 1913 as successor to D. N. Eller, and as dean of the normal department. In that same year Myers B. Horner, a graduate of Juniata College, was appointed professor of Latin and history. Matilda Quellhorst also joined the staff in that year as instructor in dramatics and expression, as did Lena Maye Eller, instructor in piano and harmony, and Annie Eller, instructor in the primary department.

A new department of domestic science was added in 1914 with Elsie N. Shickel as instructor. In the same year Bessie Barnhart became instructor in the primary and grammar grades. Bertha M. Lautzenhiser became an instructor in 1916 succeeding Matilda Quellhorst in dramatics and expression. In the following year J. Price Bowman, a graduate of Bridgewater College, was appointed professor of science, to succeed Harry I. Johnson, and Phoebe Ann Woodson succeeded Bertha M. Lautzenhiser in dramatics. In 1918 J. Maurice Henry was on leave of absence for university study and was succeeded by E. E. Speicher as professor of literature and history. H. Sherfy Randolph joined the faculty in that same year. The teaching staff was greatly strengthened in 1919-20 in the appointment of Fred D. Dove, professor of social science, and William K. Humbert, professor of history. These men held Master of Arts degrees from the University of Pennsylvania and Bachelor of Divinity degrees from Crozer Theological Seminary. They were the most highly trained men to serve in the Daleville faculty up to that time. In that same year Gladys I. Benedict joined the staff as instructor in domestic science, and Gretta B. Wyndham became instructor in piano and history of music.

The next appointments to the teaching staff were made in the session of 1921-22 when Emma Grace Miller, a graduate of Juniata College, became professor of foreign languages, and Wilbur K. McKee, of Ursinus College, became professor of English. In that same year Mary Lee Somerville was appointed instructor in piano, and Walter M. Kahle was added to the staff in the field of religious education. He was given the title of professor of homiletics.

In the following year Alice Brumbaugh Dove (Mrs. Fred D. Dove) became instructor in modern language and Olivia Dickerson professor of English. Everard Calthrop succeeded Edward D. Naff as professor of voice and Rex Spigle joined the staff as instructor in stringed instruments. Bertha M. Ikenberry was appointed instructor in domestic science.

In the session of 1923-24, Winifred Kagey became instructor in piano; Esther G. Scaggs, teacher of domestic science; and Homer Noffsinger, principal of the commercial department.

The records are not entirely clear as to the length of terms of service of the faculty but this running account of appointments seems to be reasonably accurate. The distinction between full-time instructors and part-time student assistants is also difficult to determine from available records. It should, however, be noted that many instructors who were evidently student assistants rose to eminence in education and other professions. Among these are such leaders as the late D. W. Peters, who later served in the Virginia Department of Public Education and became president of Radford State Teachers College; A. Cline Flora, who rose to prominence in public education as an official of the National Education Association and as superintendent of public schools in Columbia, South Carolina; W. C. Ikenberry,

who had a long career in the schools of Roanoke City as principal of one of the junior high schools; and A. B. Hurt, who also served with distinction in the public school systems of Virginia and North Carolina.

E. Quinter Hawk became a brilliant economist and served in the faculty of Birmingham Southern College; H. Sherfy Randolph rose to a position of leadership as a national secretary of rural life in the Presbyterian Church; George A. Branscom served many years as a distinguished teacher in Virginia and especially in Jefferson High School of Roanoke City; John W. Boitnott graduated from the University of Virginia with a Doctor of Philosophy degree in education and served as dean of McPherson and Bridgewater colleges; and Reuel B. Pritchett served during his student days at Daleville as custodian of the museum. It was probably his enthusiasm for his task which won for him both the appointment and the title and gave to Daleville College a large collection of valuable museum materials. He became an authority in this field and later in a gift of his own personal collection made Bridgewater College a center of importance in this area of education. We cannot overlook the name of Lois E. Eller, who served many years as office secretary at Daleville and later became secretary to the president of Bethany Biblical Seminary.

There was through these years a small group of men who constituted an inner faculty circle which bore the brunt of the load. President Moherman leaned heavily upon Charles S. Ikenberry and his brother, John W. Ikenberry, whose long and faithful services will always be a happy memory at Daleville. This inner group of devoted teachers also included Luther C. Coffman, J. Maurice Henry, J. Price Bowman, Fred D. Dove, William K. Humbert, and Walter M. Kahle. These men stayed with the institution

year after year to give continuity to its work and to lend stability in the midst of uncertainty.

Educational and Academic Matters

President T. S. Moherman and his associates sought accreditment early in his administration at the hands of the Virginia State Board of Education. The inspection was made in the spring of 1912 by Mr. J. B. Settle, the state inspector of colleges, and on May 30 of that year the State Board of Education recognized the institution and authorized the certification of its graduates as teachers in the public schools of Virginia. This action brought much encouragement to the College and gave it an improved standing in educational circles. Daleville College trained many teachers and its graduates rose to positions of importance throughout the country.

The class of 1912 was the first college class to be graduated at Daleville. The degree, Bachelor of Arts, was conferred on four young men by President Moherman on May 24 of that year. The candidates were Abraham Cline Flora and Wilsie Clayton Ikenberry, both of Franklin County, Virginia, and Luther Clinton Coffman and Cedric Denton Layman, of the Daleville community. Elder J. G. Royer, of Illinois, delivered the baccalaureate sermon and Professor W. H. Hundley, of the University of Virginia, made the commencement address.

The course of study offered by the college department was closely parallel to that which was being offered at Bridgewater College. This was not strange as former President D. N. Eller, who likely outlined the course, was a graduate of Bridgewater, and President T. S. Moherman had lately come from the Bridgewater faculty. The energy

and resources of the institution were being devoted mainly to higher education even though these courses represented a very small section of the student body. The larger enrollment was in the Academy and its affiliated departments. Daleville was a strong music center and a variety of courses were offered in that field. Courses in commerce and business, in domestic science, and in art were popular. There was a strong emphasis on Biblical and religious subjects. In fact, all students of the college department were required to take Bible in the freshman year. Courses in education continued to be emphasized and spring normal terms were conducted for the benefit of public school teachers.

Plant and Equipment

One building was added to the school plant during the administration of President Moherman. This was a gymnasium, constructed of concrete blocks, completed during the winter of 1911-12. It was sponsored by the Alumni Association, of which Charles S. Ikenberry was president at the time. The building committee reported to the Association in June of 1912 that the building had been completed at a cost of three thousand dollars. A gymnasium fee was established at that time as a means of liquidating a part of the cost of the building.

Except for a cottage, constructed in 1919 as a faculty residence and presumably as an investment for endowment funds, no other building was added to the plant during the fourteen years of this period.

Problems and Misgivings

Institutions of higher education have usually advanced in our country at the price of struggle and sacrifice. The colleges of the Brethren were no exception in this respect.

The men who promoted Botetourt Normal College and its successor, Daleville College, paid a heavy price in terms of labor and sacrifice.

There developed early in President Moherman's administration uncertainty as to the future of higher education at Daleville. The catalog of 1915-16 carried the following notice: "New students desiring the Bachelor of Arts degree will not be matriculated for junior and senior work until further notice is given." This statement was carried in the catalogs of 1916 to 1921 and all reference to the Bachelor of Arts degree was withdrawn. The school simply announced the "Certificate Course" in the College with emphasis on the arrangement with state authorities that completion of two years' work would be honored by the Board of Education by certifying graduates to teach in the public schools of Virginia.

Daleville Becomes a Junior College

In 1921-22 the school announced the junior college course and all reference to the junior and senior years was dropped from the catalog. Thus Daleville College became the first institution of the Brethren to assume the role of a junior college. It was evidently done with hesitation and reluctance as the records show that the decision was pending over a period of about five years.

The intensity of the struggle to develop an institution of higher education at Daleville is revealed in the following record of attendance in the college department:

Session	*Men Enrolled*	*Women Enrolled*	*Total Enrollment*
1910-11	12	2	14
1911-12	11	3	14
1912-13	13	3	16

1913-14	9	9	18
1914-15	7	8	15
1915-16	9	4	13
1916-17	14	12	26
1917-18	15	10	25
1918-19	7	5	12
1919-20	19	10	29
1920-21	17	8	25
1921-22	10	10	20
1922-23	9	6	15
1923-24	13	6	19

Educational authorities in the period when Daleville College was struggling to establish itself as an institution of higher education generally agreed that an efficient four-year college should have an enrollment of about five hundred students and a constituency of about four hundred thousand. The total membership of the Brethren in the entire Southeast at that time was scarcely more than forty thousand members and yet they were attempting to operate two four-year colleges in Virginia. The average attendance in the college department at Daleville over this period of fourteen years was eighteen students. The income was mainly from student fees and was totally inadequate to carry on a program of higher education. The annual deficits accumulated into a burdensome debt which endangered the permanent assets of the institution.

The school records indicate that Daleville College had conferred fifteen Bachelor of Arts degrees during the fourteen years of its operation as a liberal arts college and had graduated forty-three students from its two-year junior college course. There were sixteen women and forty-two men among these graduates. The ministry and the teaching

profession claimed fifty-six per cent of these young people and many of them became leaders of distinction in their fields of service.

The leaders in education among the Brethren agreed that their experiment in higher education had been too expensive and that there was a better and less costly way to serve the Church and the public. They agreed to sit down together and take a comprehensive view of the situation. The account of these conferences between Bridgewater and Daleville colleges has been given elsewhere in this volume. There is need here only to report that the session of 1923-24 ended the ministry of Daleville College as an institution of higher education. The following session witnessed the merging of these colleges under the title of Bridgewater-Daleville College with the entire college program transferred to Bridgewater and the secondary program of both institutions concentrated at Daleville in what was known as Daleville Academy of the Bridgewater-Daleville system of schools.

The Final Effort of the Brethren in Secondary Education

The affiliation between Bridgewater and Daleville colleges resulted in channeling the Brethren resources of Virginia and other states of the South into three institutions, Daleville Academy and Hebron Seminary as the academies and Bridgewater College as the four-year liberal arts college of the area. The work carried on at Daleville after 1924 was of secondary grade but it was an integral part of the total program and was closely and sympathetically related to the cause of higher education.

This movement represented a major adjustment in policy for both Bridgewater and Daleville colleges. The academy at Bridgewater had an enrollment of eighty-five

students in 1924, which was forty per cent of its total enrollment. Daleville had a college enrollment of only nineteen students, which was about twenty per cent of its total enrollment. Bridgewater had to close its least expensive and most profitable department, whereas Daleville was closing its most expensive and increasingly burdensome department. Bridgewater had little hope of recruiting from the college enrollment at Daleville sufficient students to compensate for its loss of eighty-five students in the closing of its academy. Daleville, on the other hand, had a fair chance of drawing from the Bridgewater area sufficient patronage to more than cover its loss of nineteen students in the college department. Daleville, however, had to face the hazardous task of survival in the encroachment of state-supported high schools, which were then in a vast movement of expansion. The leaders of both schools were realistic. They had to be. They were fully aware of the risks involved, but there was an amazing mutuality in all that was undertaken.

The movement of correlation in education commended itself to thoughtful Brethren throughout the South. The spirit of unity and of solidarity began to manifest itself among the leaders and was reflected in regional meetings and conferences, in joint youth camps and programs, in unified promotion, and in other aspects of Church life. A new day of growth and progress in the total Church life was dawning for the Brethren people in what is now known as the Southeastern Region.

The new academy movement at Daleville was launched with hopefulness and vigor. Roy D. Boaz, Bachelor of Arts, Roanoke College, and Master of Arts, the University of Pittsburgh, was chosen as principal of the Academy. There was associated with him in the session of 1924-25 a corps of

faithful and dedicated teachers. Among them were C. S. Ikenberry, Luther C. Coffman, Orval S. Garber, Vera Mae Hoover, Flora Mae Nininger, Leona Esther Scaggs, Elsie A. Webb, Walter M. Kahle, Barbara Ellen Kober, and Lois A. Eller. There was a registration of ninety students in that session, which was slightly more than the total enrollment of both the College and the Academy during the preceding session.

Mr. Boaz served as principal until June 1928 when he withdrew in order to continue graduate study at Yale University. He was succeeded in September by Norman A. Seese, Bachelor of Arts, Bridgewater College, and Master of Arts, the University of Virginia, who had served a period of years as a missionary to China. He was in the principalship of the school until June 1930 when he resigned to return to mission work. Others who served in the faculty during the years from 1925 to 1930 were Carrie Thomas Click, Earl Coffman, Ellen Geraldyn Wood, Effie V. Early (Mrs. C. C. Ikenberry), Ira F. Thomas, Ernest F. Sherfy, Alice Kathryn Eller (Mrs. Raymond R. Peters), Hattie B. Wampler, Boyd J. Glick, and J. Emmert Ikenberry.

After the closing of the Bridgewater Academy and of Hebron Seminary, Daleville Academy was the only remaining secondary school in the Brotherhood. An effort was made to broaden its patronage on a Brotherhood scale but with little success. Paul H. Bowman, then president of the Bridgewater-Daleville College System, reported to the Trustees in 1925 that there was general recognition among Brethren people of the importance of secondary education under the direction of the Church. "No section of our brotherhood," he stated, "has provided for this as we have done here in Virginia. . . . We should be unrelenting in our efforts to build here at Daleville an academy of superior

quality." The General Education Board of the Church concurred in these sentiments and endorsed the Daleville effort, as did also the presidents of all Brethren colleges. The expansion, however, of public high schools and the gathering financial storm of 1929 made the continuance of Daleville Academy financially hazardous. The story of struggle is graphically told in the following table:

Session	*Attendance*	*Deficit*
1924-25	90	
1925-26	79	$2,950.00
1926-27	97	1,445.00
1927-28	65	2,021.25
1928-29	48	4,594.86
1929-30	56	654.00

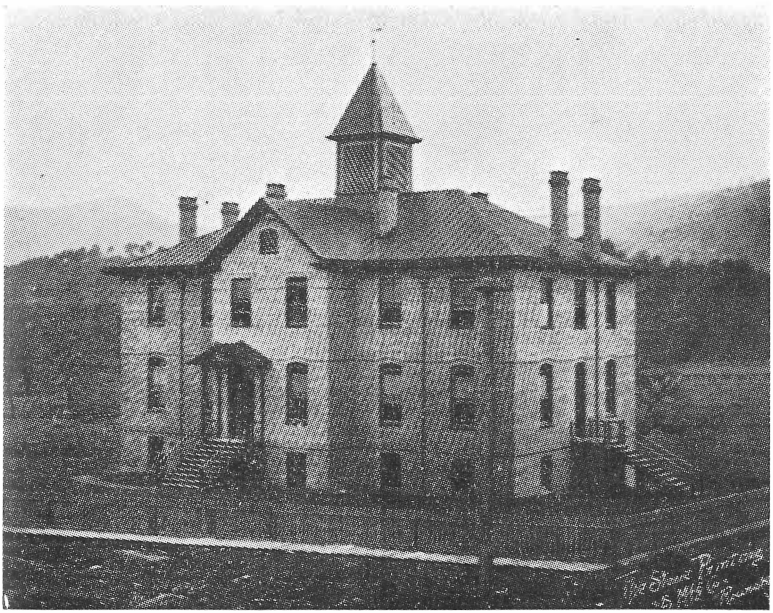
The deficit was much reduced in 1929-30 by a drastic reduction in essential services, but the accumulated indebtedness was reported in that year to be $50,249. The Trustees considered that they had no moral right to involve the institution in further indebtedness. They, therefore, announced at the commencement of June, 1930, that they could no longer assume the recurring deficits of Daleville Academy without jeopardizing funds which had been created as permanent endowment by past benefactors of the school.

This announcement was made with deep regret on the part of the Board of Trustees and was received with equal regret by the alumni and friends of Daleville and Bridgewater colleges.

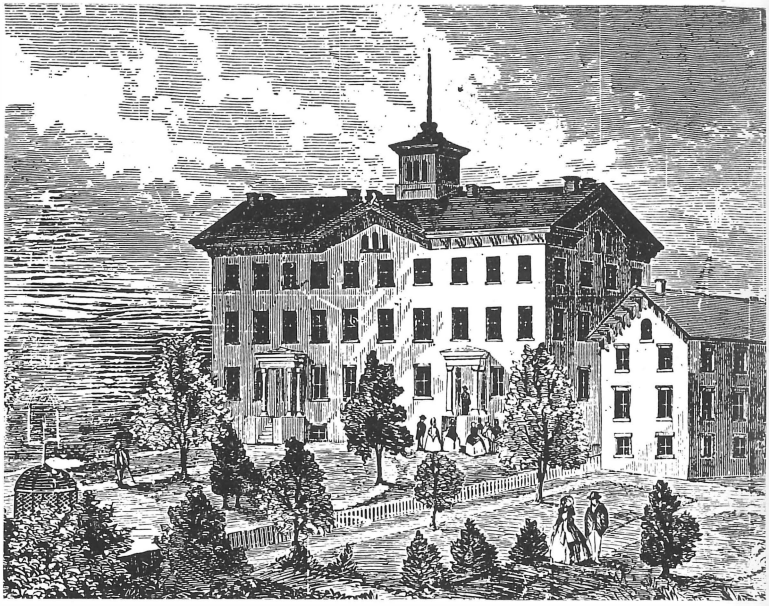
Conferences were held among local citizens, alumni, and Church leaders of the First and Southern districts of Virginia with the result that a movement was organized to carry on the school under the sponsorship of a local committee representing a group of guarantors. The Board of

T. S. Moherman

L. D. Ikenberry

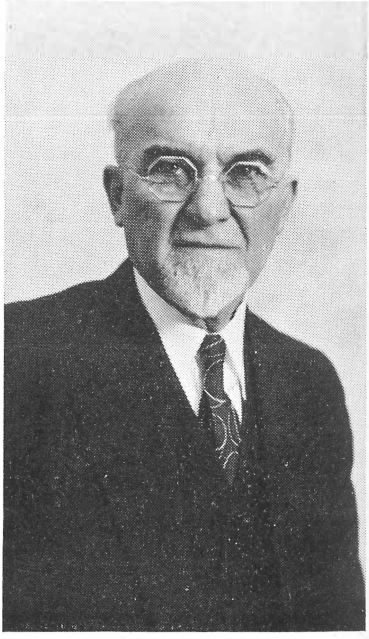


Botetourt Normal College



From an Old Wood Cut of New Windsor College

W. M. Wine



Charles D. Bonsack

Trustees of Bridgewater-Daleville College was relieved of all financial obligation and of responsibility for the management and promotion of the school. The Daleville plant was leased to this community group for a period of three years. The lessees named were C. S. Ikenberry, B. R. Ikenberry, E. F. Sherfy, W. M. Kahle, W. M. Shickel, and H. C. Eller. A larger group of citizens was affiliated with the lessees as an advisory council and guarantors as plans were developed for the session of 1930-31.

Frank E. Williar, Bachelor of Arts of Bridgewater College, a native of Maryland and a former pastor of the Troutville Congregation, was called to the principalship of the school. Other members of the faculty were Raymond R. Peters, assistant principal, Effie V. Early, Cecil C. Ikenberry, Walter Boone, Kathryn Eller Peters, and Ernest F. Sherfy, as school pastor. A desperate effort was made by these sacrificial teachers and sponsors to stabilize the school and to continue its ministry to the community. The Trustees of the College were co-operative and continued some financial aid in spite of the agreement to the contrary. Intensive efforts at student recruitment were made during these years, and plans of self-aid were developed for needy students. In spite of all these efforts attendance remained low. The session of 1930-31 had an enrollment of sixty-nine students. Attendance increased to eighty-two students in 1931-32 and dropped to sixty-four in 1932-33.

In the spring of 1932 a rather ambitious effort was made to provide self-help opportunities for students in the form of the establishment of a printing business under school auspices. Printing equipment was leased and later purchased and the Bridgewater-Daleville Press was organized with quarters in the school buildings. It was later re-organized

and named the Southeastern Press. It failed to accomplish its purposes and was finally abandoned.

On March 18, 1933, the lessees of the Daleville plant adopted the following resolutions:

Be it resolved:

1. That the Board of Directors withdraw their application for a new lease of Daleville Academy and equipment.
2. That the Board of Directors of the Academy express their appreciation to the president of the College and the Board of Trustees for their cooperation during the time of the lease.
3. That the Board of Directors offer their services, if desired, in assisting the Board of Trustees in handling the Academy grounds, equipment, and permanent assets for the best interests of the Church.
4. That steps be taken to conserve the purposes and objectives of Daleville Academy in helping develop spiritual leadership in the local churches.
5. That the Board of Directors request that the Board of Trustees discuss with them the deficit for the years of the lease.

Principal Williar conducted several conferences in Church centers seeking the advice of alumni and leaders of the Church with reference to the advisability of continuing the school. There was widespread appreciation for the work of the school and deep regret that its continuance was in doubt, but a clear recognition that tides of influence and of circumstance were almost overwhelmingly against its continued operation. The lessees had an indebtedness of nearly five thousand dollars in the three years of their operation for which they and the guarantors were totally responsible. This amount was somewhat reduced by their own gifts in 1934. Finally in the summer of 1935 they appealed to the Board of Trustees for help in the final liquidation of the indebtedness. Their statement submitted at that time showed obligations of $4,507 with doubtful assets of six hundred dollars. The Board of Trustees of

Bridgewater-Daleville College agreed to assume one half of the indebtedness in appreciation of the efforts of the lessees to keep the school in operation. The lessees and the guarantors assumed the remaining portion of the indebtedness, and secondary education under Brethren auspices came to what appeared to be its final end in June, 1933.

The Daleville plant was now a responsibility of the Board of Trustees. They reconsidered their action of 1930 to close the school, but the experience of the lessees seemed to confirm their judgment in that action. President Bowman in a statement to the Board recognized that the course ahead was uncertain but proposed two principles of action which he regarded as entirely clear. These were stated as follows:

1. At the time of the consolidation of Bridgewater and Daleville Colleges it was agreed and so stipulated in the charter that the original assets of each institution should be kept intact perpetually and used, so far as possible, for the purpose for which they were originally given. The Board is, therefore, under obligation to the Daleville assets to promote in the largest possible measure the educational interests of the Church in those districts which originally constituted the Daleville territory.

2. If it is no longer possible to operate the plant as part of our educational program, it should then be salvaged either by satisfactory sale or by discovering some important function within the Church and community which it may continue to serve. The buildings, equipment, and assets must be conserved and used for the Church to the honor of those who helped create them.

In an effort to implement these principles the Trustees offered the Daleville plant to the Church to serve as regional headquarters for the Southeastern Region. It was also offered as a home for retired ministers and missionaries, and as an orphanage on a regional basis. It was offered to the county school board of Botetourt County as a site for a

consolidated high school. It was also offered to the heirs of B. F. Nininger as a possible asset in their great apple industry. None of these proposals could be realized.

The entire plant was offered for sale for such purposes as were in harmony with the ideals of the Church and the tastes and standards of the community. It was finally sold to a citizen of Roanoke City, who proceeded to convert the plant to residential purposes.

No measuring device of human invention can determine the value to the race of small schools and colleges which have sprung up now and then in history to perform their ministry and then pass away. They arrest the wastage of human talent in their small communities and feed into the streams of human leadership men and women whose lives otherwise would remain barren and obscure. It is with institutions as it is with men: they must sometimes lose their lives in order to save them.

Chapter IX

A THIRD ADVENTURE IN HIGHER EDUCATION: BLUE RIDGE COLLEGE

It has been shown in an earlier chapter that courses in higher education were first introduced at Maryland Collegiate Institute during the session of 1908-09. A freshman class of five students was admitted in that year to inaugurate the college course. This account will treat of the school under a new name, tracing its development through the administrations of John J. John, Charles D. Bonsack, Paul H. Bowman, Frank F. Holsopple, Ross D. Murphy, J. M. Henry, and E. C. Bixler.

Change of Name

The introduction of courses of college grade created the occasion for a revision of the charter and demanded the renaming of the institution. The stockholders of Maryland Collegiate Institute met in an all-day session on January 1, 1910. Those present were E. W. Stoner, John E. Senseney, Uriah Bixler, W. M. Wine, Charles D. Bonsack, and W. H. Dotterer. John S. Weybright served as clerk of the meeting. John J. John, S. P. Early, and W. I. T. Hoover, members of the faculty, were invited to attend the afternoon session, which was occupied mainly with the questions of charter revision and the choice of a name for the school.

A list of suggested names had been proposed. Those considered were Beaumont College, Berean College, Monocacy College, Carroll College, Maryland College, and

Blue Ridge College. In a straw vote they eliminated all proposals except Blue Ridge and Berean. The final vote resulted in the choice of Blue Ridge College.

The stockholders then elected themselves Trustees and adjourned as stockholders. The new Board met subsequently and elected John E. Senseney president of the Board; Uriah Bixler, vice-president; John S. Weybright, secretary, and Charles D. Bonsack, treasurer. They proceeded at once to plan for the new adventure to which they had put their hands. The record of March 9, 1910, states: "The Board, authorized W. M. Wine [who was still president of the school] to visit Bro. W. B. Yount, of Bridgewater." This action was later reconsidered and Professor Yount was asked to "come to Union Bridge at once." The employment of W. B. Yount, who was then completing eighteen years of service as president of Bridgewater College and expected to retire from the position the following June, was considered of great importance by the Maryland Brethren. It is significant that Professor Yount had visited the Maryland school in the preceding January as a member of the Educational Committee of the Annual Conference. Other members of the committee were John Calvin Bright, of Ohio, and A. G. Crosswhite, of Indiana. It is quite likely that the Maryland leaders then learned of Professor Yount's intention to retire from the Bridgewater presidency. He certainly learned of their plans to expand into the field of higher education as that was probably the occasion of the visit of the Educational Committee. At any rate he joined the Blue Ridge faculty in September of that year.

The election of a president of the College was an annual affair, as was the appointment of members of the faculty. Tenure of office, so important in modern education, was unknown to the early Brethren. On April 9, 1910,

W. M. Wine was again elected president, for the session of 1910-11.

The amended charter of Maryland Collegiate Institute was acted upon by the General Assembly of Maryland in January 1910, and was approved and signed by Governor Austin L. Crothers the following April 13.[1] Thus the Brethren school in Maryland assumed a new role in education and began its operation under its new name, Blue Ridge College.

Change in Location

The session of 1911-12 records a sad episode in the life of the College. On October 26, 1911, the Board of Trustees met to consider the growing menace of the Tidewater Portland Cement Company, which had recently constructed a plant adjacent to the campus. The meeting, with legal advice, passed the following resolution: "We the Board of Trustees of Blue Ridge College, hereby authorize Bond and Park, attorneys of Westminster, Maryland, to take such action at law as they think best to protect Blue Ridge College against the dust, smoke, and noise produced by the Tidewater Portland Cement Company, located just south of the said College."

The resolution was signed by each member of the Board and filed with their attorneys under instructions to proceed as they considered proper.

Sixty days later, on December 13, they addressed a letter to a Mr. Scott, an official of the cement company, in which they said: "It has become evident to us, as well as to all other observers, that it is absolutely impossible for Blue Ridge College to exist in her present position adjacent to the Tidewater Portland Cement Company plant." The

[1] *Laws of Maryland, January Session, 1910,* chapter 440.

letter disclaimed any antagonism toward the company as such and absolved the company of any desire to destroy a small Christian college. "But your institution and ours," they said, "cannot exist side by side." They then advised the company that they were ready to make a proposition to sell them the school plant and to move to a new location. The letter, which asked for an early conference, was signed by W. M. Wine, president.

The announcement that Blue Ridge College would seek a new location inaugurated movements in several communities throughout the area designed to influence the Board to locate in their respective communities. The situation became a near scramble and created considerable confusion. Waynesboro, Pennsylvania, was the first city to invite the College to its community. A. P. Snader investigated this proposal and reported on January 6, 1912, that "Waynesboro manifested much interest." A committee to carry on negotiations was appointed; it consisted of C. D. Bonsack, A. P. Snader, and W. P. Englar. The stockholders met ten days later to consider the question whether the College should continue in operation or be completely abandoned. The decision was to continue in some suitable location.

On February 12 the Board met with representatives from Juniata, Bridgewater, Elizabethtown, and Daleville colleges. President I. Harvey Brumbaugh, of Juniata, submitted a proposal in behalf of Juniata. Other proposals were submitted by "Brother Zeigler" of Elizabethtown, C. S. Ikenberry of Daleville, and S. N. McCann of Bridgewater. Mitchel Stover and a Brother Hess were present representing Waynesboro, and John C. Leatherman represented Myersville, Maryland.

The meeting ended in utter confusion. The colleges of

the Church, in their eagerness to secure for themselves the assets of Blue Ridge College, engendered considerable resentment among the Maryland leaders. A member of the faculty, perhaps with too much emotion, described the situation in these words: "Where the carcass is, there vultures will be gathered together." There was much agitation among patrons, students, faculty, trustees, and stockholders.

On February 24, the Board of Trustees added Emory L. Coblentz, of Frederick, Maryland, to their legal staff and authorized their attorneys to make "adjustment with the cement company by suit or otherwise."

As the attorneys carried on negotiations with the cement company the Board was occupied with the problem of relocation. On March 21 they approved the proposal of Bridgewater College to consolidate the two schools at Bridgewater on condition that Bridgewater would accept the name of Blue Ridge College. Uriah Bixler and C. D. Bonsack were appointed to carry on the negotiations with Bridgewater. The Bridgewater Trustees agreed to the Blue Ridge proposal and the issue was regarded as settled. The students of Bridgewater celebrated this action on April 1, 1912, with a huge bonfire on the campus. The celebration, however, proved to be premature.

In the meantime a meeting of the Blue Ridge College alumni had been held in protest against closing the school. The Trustees met again in special session on April 10 and took the following action: "Resolved that we reconsider the action of our meeting on March 21 pertaining to consolidation with Bridgewater College, of Virginia, and that the action then taken be and is hereby annulled."

As is often the case, a strong woman interposed in an effort to lead out of the confusion which then prevailed. A proposal so interesting and unique was made by Annie

R. Stoner, then of Union Bridge, that it is here reproduced in its entirety. It was presented by John J. John as follows:

To the Board of Trustees of the Blue Ridge College, Union Bridge, Md.

Inasmuch as there has been considerable discussion regarding the future of Blue Ridge College . . . I have decided to write you with a view of placing in definite form the suggestions I have in mind.

For the perpetuation and support of Blue Ridge College, I hereby agree to contribute annually during my lifetime the sum of $300 and furthermore to make provision that two-thirds of my estate after my death shall be used for the support of said college . . . upon the following condition:

First: That all of the outstanding stock of the college be secured and turned over to the Educational Board of the District, not later than May 1, 1912, for the purpose of being cancelled as soon as the changed condition of the college will warrant, and until that time to be voted by said Trustees in harmony with the plan herein outlined.

Second: That all the members of the Board of Trustees agree to loyally support the college at such place in Maryland as it may be determined is best to locate. In the event they cannot . . . agree, that they resign . . . as Trustees that others may serve who are willing to consider the interest of the College and the welfare of the church . . . regardless of individual preferences as to location.

Third: That as soon as the stock is deposited as aforesaid that a committee of three be immediately appointed by your Board with my approval, who shall after due investigation have full power to determine the future location of Blue Ridge College, which location shall be somewhere in Maryland.

Fourth: That $150,000 be pledged by the 15th of May or before any steps be taken to relocate which shall include any money realized from the sale of the old property . . . after all debts are paid.

Signed:
Annie R. Stoner[2]

The Board considered this proposal item by item and acted favorably upon each one of them.

The statement of Mrs. Stoner bears the marks of statesmanship in that it dealt with those issues which were crucial in the Blue Ridge College situation. First, it proposed

[2] Trustee minutes, 1912, page 60.

the dissolution of the stock company which had made for endless confusion and difficulty. Second, it was directed at improving the financial situation of the College and set a personal example of unusual generosity. Third, it sought to bridge the gap of division within the Board by suggesting the drastic measure of wholesale resignation by those who were unreconciled to the majority decision of the body.

Committees were appointed to carry out the provisions of this action and soon made substantial progress with their task.

At least one issue was settled: Blue Ridge College would remain in the State of Maryland.

The problem of location, however, was still a pressing issue. The Board met again on May 23, 1912, to consider the problem. John C. Leatherman, Cyrus Flook, and Attorney Emory L. Coblentz were present as a committee representing the village of Myersville, Frederick County. No record of their proposal has been preserved but it must have been a generous one. After hearing their report Charles D. Bonsack offered the following resolution:

> Whereas, conditions at Union Bridge . . . make it impossible to continue successfully the operation of the College at that location: and, whereas, the College authorities are assured by their attorney that a satisfactory disposition of the College property at Union Bridge can be made; and, whereas, a committee from Myersville in Frederick County, Maryland, has given this Board satisfactory assurances that if the College is located at that place its success would be apparently insured: Therefore, be it resolved, that Blue Ridge College be relocated at Myersville, Maryland, after arrangements as to its future management are made satisfactory to the Board of Trustees.[3]

This resolution was passed and ordered published. There was evidently serious opposition to this action as the Board then discussed resignations, presumably with

[3] *Ibid.*, 1912, page 67.

reference to the item in Mrs. Stoner's proposal dealing with this problem. At any rate, Charles D. Bonsack offered his resignation and Mrs. Annie R. Stoner was elected as his successor. J. Walter Englar resigned and J. Calvin Walker, of Monrovia, was elected to succeed him. W. H. Dotterer, of Union Bridge, resigned and John C. Leatherman, of Myersville, was elected as his successor. W. P. Englar, of Uniontown, resigned and Frank Thomas, of Hagerstown, was made his successor.

At a subsequent meeting on May 29, A. P. Snader resigned from the Board and was succeeded by Upton Grossnickle, of the Myersville community; John E. Senseney was succeeded by Aaron Newcomer, of Waynesboro, Pennsylvania; John S. Weybright resigned as secretary of the Board, and Cyrus Flook was elected to fill this vacancy with Charles N. Frushour as his assistant.

How much emotional tension was present in this radical change of Board membership is unknown, but the Carroll County Brethren must have disagreed sharply with the proposal to locate at Myersville. There is no other way to explain their wholesale resignation unless they merely considered it a chance to relieve themselves of a burdensome task. It is also possible that the Frederick County representatives did not fully realize the weight of the responsibility they were assuming.

There was likely some relief from anxiety when the attorneys reported an agreement with the Tidewater Portland Cement Company to take over the Union Bridge property of Blue Ridge College for the flat sum of $30,000.

This proposal was reluctantly ratified to take effect on July 1, 1912. Committees were appointed from the membership of the new Board with instructions to secure funds for buildings, to approve the exact location of the school

in Myersville, to engage a faculty, and otherwise to arrange for the next school session.

It would seem that the tides of confusion and uncertainty would have abated following the clear-cut decision of May 29, but such was not the case. It appears that W. M. Wine and others were not reconciled to the location of the school at Myersville. The new Board met on July 9 at Hagerstown, Maryland, with J. C. Walker, Annie R. Stoner, J. C. Leatherman, Aaron Newcomer, Upton Harshman, and C. N. Frushour present. The meeting was called to consider a report by W. M. Wine, who evidently was seeking to locate the school in Hagerstown. His report was to the effect that little progress had been made in raising funds to locate Blue Ridge College in that city. He considered it unwise "to press the matter too hard at the present time."

There was now even more confusion and uncertainty. Annie R. Stoner again offered a proposal which likely reflects hopelessness in reaching any agreement among the Blue Ridge leaders. Her proposal was to abandon completely the idea of relocating Blue Ridge College in the State of Maryland; to consolidate with Elizabethtown College, of Pennsylvania, and to turn over to that institution at the earliest possible date all library and scientific equipment; to give to Elizabethtown five thousand dollars in cash, and to Bridgewater College one thousand dollars in cash; that Bridgewater and Juniata colleges be requested to re-issue, at the option of the holders, two honorary and six Bachelor of Arts degrees which Blue Ridge College had previously conferred; and that all other assets of Blue Ridge College be held in trust and the income used as scholarships for Brethren young people of Maryland to attend any Brethren college of their choice; to request and urge Elizabethtown College to have her collegiate degrees confirmed by Brethren

colleges rather than by colleges of other denominations, and to countersign and attach its seal to all academy diplomas previously issued by Maryland Collegiate Institute and Blue Ridge College.

This motion was passed after discussion and John C. Leatherman and Annie Stoner were appointed as a committee with Attorneys Emory L. Coblentz and F. Neal Park to carry out the action of the Board at the earliest possible date. They made haste in an effort to carry out their assignment. The furniture and other non-educational equipment were advertised for sale. Sale bills were immediately posted in public places throughout eastern Maryland.

The question as to the future of Blue Ridge College would seem to have been finally settled. But it was not. There was dissatisfaction with the action taken at Hagerstown on July 9. Another meeting of the Board was called at Penmar Park on August 6. J. C. Walker, John C. Leatherman, Caleb Long, Aaron Newcomer, and C. N. Frushour were present as Board representatives. Annie R. Stoner was conspicuously absent. Representatives who had but lately resigned from the former Board of Trustees were present requesting a hearing. They were Charles D. Bonsack, A. P. Snader, J. W. Englar, and John S. Weybright. John C. Leatherman presented a report stating that it seemed impossible to carry out the decision of the Board in the Hagerstown meeting of July 9. A. P. Snader was then requested to make a statement. He reported that a group of Brethren consisting of John J. John, Charles D. Bonsack, John E. Senseney, J. Walter Englar, and himself had met at Union Bridge on August 3 with Dr. James Fraser, president and owner of New Windsor College, New Windsor, Maryland, and had taken an option to lease, and later to

purchase if they so desired, the New Windsor College plant. The lessees offered to transfer their lease to the Trustees of Blue Ridge College for the accommodation of the school and urged that it be accepted and a Board of Management appointed and authorized to operate Blue Ridge College for the session of 1912-13. They suggested that this board consist of themselves with Charles D. Bonsack chairman and treasurer, E. G. Guyton secretary, and John J. John, J. Walter Englar, and A. P. Snader as the other members of the managing body.

The Board of Trustees rescinded all former decisions with reference to the location of the College and promptly accepted the recommendation submitted by Mr. Snader. The school had for ten months been subjected to a terrible ordeal of confusion and uncertainty, but at last Blue Ridge College had found a home at New Windsor, Maryland, in a beautiful spot which had long been used as a college campus.

The New Beginning

The new Board of Management canceled the sale of furniture and equipment three days before the date which had been announced. The task of moving the school equipment from Union Bridge to New Windsor, of securing teachers, of recruiting the student body, and otherwise organizing for the session of 1912-13 in a period of less than six weeks was a colossal undertaking. The farmers of the community voluntarily came to the rescue with their wagons and teams and the furniture and equipment of the school were soon transferred to New Windsor, a distance of four miles.

A four-page pamphlet was printed and widely circulated announcing the opening of the fourteenth session of the

school on September 17. The alumni and students were called together in a Blue Ridge rally and reunion at Penmar Park on August 15. Great enthusiasm for the school was manifested and warm approval was given to the plans of the Board of Trustees.

The problem of securing teachers was baffling. An effort was made to secure the services of Charles D. Bonsack as president but he declined on the grounds that he was in no sense an educator and that the future of the school was still very doubtful. John J. John was then urged to accept the presidency. He responded in these words: "The school shall not die because I refuse to take an undesirable position. I will assume the responsibility until you can secure a permanent president." He became acting president.

President W. M. Wine had given up in despair and planned to go into business. W. B. Yount had accepted a position at Western Maryland College and W. I. T. Hoover had been appointed to the faculty of La Verne College, California. Other teachers were scattered widely in new positions.

Acting President John succeeded in bringing together in a short time a small but strong corps of teachers. He himself was an able and experienced teacher. Other members of the teaching staff for the year were E. G. Guyton, Isaac C. Keller, Caroline Parkhurst, Grace Lee Rinehart, C. D. Bonsack, and J. C. Flora. Ex-President James Fraser and Mr. Etzweiler of the New Windsor College faculty were added to the faculty. C. D. Bonsack served as business manager and Mrs. Bonsack as director of the dining department.

The Trustees decided during the session to exercise their option to purchase the New Windsor College plant and on January 10, 1913, the executive committee was

empowered to close the transaction. The plant consisted of about ten acres of land and two buildings. The main structure was a substantial four-story building which was later known as Old Main. The other was a small and less desirable building which was known as the Men's Building in the days of New Windsor College. It was later demolished to provide a site for a men's dormitory, which was constructed in 1919-20, and which became known as Becker Memorial Hall.

Following the purchase of the New Windsor College plant, the Trustees took steps to provide a dormitory for women. They named J. Walter Englar, A. P. Snader, and John J. John a building committee in March 1913 and authorized the construction of a dormitory in combination with a chapel and facilities for a boarding department. This building was completed in 1914 and was named Windsor Hall. They added a gymnasium-auditorium to the plant in 1915.

New Windsor College

President James Fraser was a gracious man and an able scholar of the Presbyterian faith. He made a strong effort to transfer to Blue Ridge College not only the assets but the goodwill of New Windsor College. The Brethren in warm response gave Mr. Fraser a place on the faculty for the rest of his active years and sought earnestly to provide an academic home for the many hundreds of students who had gone out from the New Windsor institution.

New Windsor College was chartered in 1843 by John P. Carter, who was serving in the community as pastor of the Greenwood Presbyterian Church. He operated the school for a number of years in what was known as the Dielman Inn. The school was purchased in 1846 by

Andrew Hull Baker, a gentleman of Roman Catholic faith, and operated as the New Windsor Institute.

In 1848 land was bought on a beautiful elevation at the edge of the town and several buildings were erected on what is the present site of the Brethren Service Center. The school was opened in 1850 under a revised charter and was renamed Calvert College. The school prospered until the outbreak of the War Between the States. It was then thrown into a chaotic situation and experienced a decade of decline.

In 1873 the property was purchased by the Calvert College Educational Society. L. B. W. Shryock, a Presbyterian minister, became president with the concurrence of the Baltimore Presbytery. A Board of Trustees was appointed and the institution's name was changed to New Windsor College. Mr. Shryock operated the school in two divisions, a Ladies Seminary, and a Classical and Mathematical Academy for boys.

The school was purchased in 1877 by Mr. and Mrs. A. M. Jelly. Mr. Jelly resigned his pastorate at the Twelfth Street Presbyterian Church of Baltimore and headed the school as a personal enterprise until 1895. Because of impaired health and finally death, he was succeeded as head of the school by William H. Purnell in 1895-96. Charles Ramsdell became president in 1897-98, and James M. Nourse served from 1898 to 1901. The school was purchased by President and Mrs. James Fraser in 1901 and conducted by them until 1912, the time of its purchase by the Brethren.[4]

The school was really a private institution during the latter part of this period, but it was regarded as a Presbyterian institution, because all of the presidents were Presbyterian in faith and served as ministers of the Presbyterian Church of New Windsor.

[4] Brochure, one-hundredth anniversary of the Presbyterian Church, New Windsor.

In Quest of a President

The Trustees of Blue Ridge College were active during the session of 1912-13 in search of a president. The school year had been a successful one. There were only eight students registered as college students, but the academy and other departments had about maintained their normal attendance. John J. John insisted on being relieved of his duties as acting-president. On May 19, 1913, it was reported to a meeting of the Board that John A. Garber, of Washington, D. C., one of the first Bachelor of Arts graduates of Bridgewater College and later a Doctor of Philosophy of George Washington University, was probably available for the presidency. The discussion which followed, however, ended in a motion, which was unanimously passed, to declare Charles D. Bonsack president of the College.

Mr. Bonsack was a man with limited formal education but was a gracious spirit and an able preacher. He read widely, was well informed, possessed a keen mind, and was a churchman of broad interest and sympathy. Perhaps he was overly modest as to his qualifications for the presidency of the College. He never assumed the title of president but headed the school for two years, 1913-15, as vice-president and business manager. Also he was the elder of the Pipe Creek Congregation, which for all practical purposes meant that he was pastor of the congregation. He represented the Board in their search for a president with vigor and understanding.

The presidency was offered finally to John A. Garber, but he found it difficult to leave a good position with the Federal Government to accept a position fraught with so much uncertainty as that of the presidency of a small college. D. W. Kurtz, then pastor of the First Church of Philadelphia, was considered for the vacancy but he was not interested at

that time in college administration. In the winter of 1915 the attention of the Board of Trustees was drawn to Paul H. Bowman, then pastor of the Bethany Church, of Philadelphia. He had recently graduated from the University of Pennsylvania and Crozer Theological Seminary. He was interviewed by Mr. Bonsack in March of 1915 and at a subsequent meeting of the Board was called to the presidency of Blue Ridge College. He accepted the appointment and was inaugurated at the opening of the session in September.

The inability of Blue Ridge College to secure adequate financial support was a discouraging handicap. The total Brethren constituency in Maryland in 1915 was scarcely more than ten thousand members. Expansion of territory for the College was impossible, circumscribed as it was by Juniata and Elizabethtown colleges to the north and west and by Bridgewater College to the east and south. There was but one possibility open to the school and that was the intensive cultivation of its own small territory and of its limited constituency.

The College received encouragement during the session of 1914-15 from the State of Maryland. A plan was approved by the General Assembly to organize what was to be known as Maryland State University. The plan embraced most of the colleges of the state, including Blue Ridge College. The proposed university was to be headed by a provost and a Board of Regents composed of representatives from the colleges included in the system. J. Walter Englar and E. C. Bixler were appointed as Regents representing Blue Ridge. Under this plan each member college was entitled to receive state aid both in the form of capital grants and in state scholarships. Blue Ridge College was granted an appropriation of $5,000 as a scholarship appropriation. This was later increased to $7,500. But the Brethren were never able

to secure capital grant funds from the State of Maryland. The scholarship appropriation gave encouragement to the school in the matter of attendance and state recognition, but it was almost without significance so far as lending permanent stability to the school was concerned.

President Bowman came to Blue Ridge College as a very young man and was wholly without experience in education. Both he and the Board of Trustees recognized hazard in his limited experience. He had been hesitant on this account to accept the presidency but yielded to the argument that the College preferred a young man who would come among them and grow up with the institution. It was also argued that the four professors on the faculty who had formerly been college presidents would be towers of strength and reservoirs of wisdom for the young president. He made his first report to the stockholders and the Board of Trustees on January 8, 1916, which contained the following paragraphs:

I am more and more convinced that the educational opportunities of the Brethren in this State are very good. The State system of education is inefficient, and Colleges of the first class in Maryland are few. This condition opens to some College an opportunity for aggressive work in the field of education. It is a call to some school to take the lead, and with the resources which we have, it is quite possible for our institution to stand among the very best in this State. Blue Ridge ought and can lead the Colleges of Maryland in scholarship and Christian influence.

In order to do this it will require time and patience, prayer and great faith, hard thought and plenty of money. The school has very many needs. Some of these are remote, and others are urgent upon us now. We find that there are many of our own young people in this and surrounding states who want to go to school, but lack the necessary funds. They are poor, but worthy and talented. The opportunity for an education is one of their inherent rights. In order to help such as these the school needs a large endowment. The State appropriation, if it is paid, is equivalent to the income from $100,000. This is what the State has done for her students, and the

Church certainly ought to do as much for her own young people who want to go to school.[5]

The report went on to call for the raising of permanent endowment funds, for constructive student aid, for more space for classrooms and laboratories, for improvement in the library, for a dormitory for men, for the construction of a church on or near the campus, and for an extension of the service of the College to the churches and communities of the area. The report also addressed itself to some organizational matters, suggesting that the financial and business affairs of the school should be considered the function of the Board of Trustees, while academic and social matters should be the direct responsibility of the faculty.

The Trustees devoted considerable time to this report and took steps to inaugurate some of its proposals. A site was set aside for a church just off the campus, a men's dormitory was planned, and solicitation for funds was authorized. The movement to acquire all stock of the Blue Ridge College Corporation in order to abolish the stock company was revived but with little success as some shares were in the hands of a few deluded souls who knew too little about colleges. They were under the impression that their stock might come to have great commercial value, and business sagacity suggested that they should hold on to it. Even some Brethren were slow to realize that a college is fundamentally a charitable institution and that any attempt to commercialize its ministry is contrary to the spirit of education.

The financial movement lagged partly on account of insufficient personnel to carry on the solicitation. Messrs. Bonsack and Bowman did most of the promotion, but their

[5] Trustee minutes, 1916, pages 123 and 124.

time and energy were too much divided for a successful campaign. J. G. Royer, of Illinois, widely known among the Brethren for his successful work in fund raising, was engaged to help with the movement. He served for a short time with limited success. Many Brethren seemed to be under the impression that the state would eventually appropriate money adequate for the needs of the College. Fund raising therefore was slow and difficult.

Finally during the session of 1916-17 President Bowman, in quest of a permanent and full-time promotional director for the financial movement, chose for the position Frank F. Holsopple, then of Harrisburg, Pennsylvania. He was superintendent and legislative assistant of the Anti-Saloon League of that state. Mr. Holsopple was a man of wide experience in education, having taught in the public school system of the state and having served as professor of English in Juniata College from 1901 to 1914. He was an able public speaker and had been strikingly successful in the business and financial affairs of the Anti-Saloon League of Pennsylvania.

The success of the campaign which was being inaugurated at Blue Ridge College was a matter of serious importance. As the plans matured during the summer of 1917 it was thought that the prestige and the authority associated with the office of the president would be of incalculable value to the director of the movement, who was to appear before the churches and the public in behalf of the campaign. In response to this suggestion President Bowman, in spite of his re-election to a three-year term on February 4, 1916, offered his resignation in order to allow entire freedom for the re-organization of the faculty in the interest of a successful campaign. The Trustees at first declined to accept his resignation, but later at his insistence

it was accepted and Frank F. Holsopple was elected president of the College. Mr. Bowman was named dean of the College and professor of Bible and sociology. The College had never actually had a dean, and the office was not really activated at this time. President Bowman had been approached by authorities from Bridgewater College with reference to joining the faculty there, and his resignation from the Blue Ridge presidency resulted in the acceptance of the Bridgewater appointment. He retired from the Maryland school on June 30, 1918.

Holsopple Becomes President

President Frank F. Holsopple revised the plans which had been projected for improving the financial position of the College. He called John Heckman, of Illinois, a very active trustee of Mt. Morris College, to meet with the Blue Ridge Board for council and advice. The meeting was held on November 26, 1917. Resolutions were passed fixing the objective of the movement at $200,000 and designating it as an Endowment and Building Fund for sustaining and extending the educational work of Blue Ridge College. The action defined certain other principles upon which the movement was projected. The date for launching the revised campaign was designated as January 14, 1918, and a campaign committee was appointed, consisting of F. F. Holsopple, John Heckman, A. P. Snader, J. Walter Englar, John J. John, C. D. Bonsack, and Paul H. Bowman.

The stockholders met in their annual meeting January 5, 1918. They heard the usual plea from the College officials —the urgent need for classrooms, for laboratories, for a library, for dormitories, and for endowment. President Holsopple made the following statement with reference to the proposed financial campaign:

College Associations covering at least twenty-six states have decreed that a college to be recognized as standard must have a productive endowment of at least $200,000.00. Unless a college can have recognition of other colleges, it is not likely long to survive. It may operate for a time, but its career is already doomed. To do sustained work of a satisfactory grade a college must have endowment. This is conceded by all educators. Blue Ridge College is no exception. . . .

To this overshadowing need I have given my most earnest attention from the moment that I began the work. It has been with me day and night. It has been the subject of my most earnest prayer and most diligent effort. Every other consideration has had to give place to this overshadowing need. The Board of Trustees have responded bravely and cheerfully to this great first obligation. Already a campaign is under way and within a few days the actual canvass will begin. We have been very fortunate to secure the services of Eld. John Heckman who had just completed a similar campaign for Mt. Morris College. We also have the promise of the help of Bro. W. O. Beckner, who helped carry the McPherson campaign to a successful issue. There is hard work ahead. If we believe that our cause is just and are willing to reenforce our desires and prayers by our sincere and sustained effort we can not fail. In such a work as this nothing but absolute sincerity and fidelity to the cause we espouse will be of any value. The gospel of work in season and out of season must not only be preached but faithfully practiced.[6]

During the session of 1918-19 Ross D. Murphy had been added to the staff with the title of field secretary. Mr. Murphy was a graduate of Juniata College and had studied at the University of Pennsylvania. He had served in a number of important pastorates and had been connected with the mission program of the Church as field secretary for the General Mission Board. He was married on December 22, 1918, to Sara Florence Fogelsanger, an able member of the Blue Ridge faculty and one of the few women of the Church holding a Doctor of Philosophy degree.

President Holsopple recognized an approaching crisis for Blue Ridge College, as for all other colleges, in a report

[6] *Ibid.*, 1918, pages 166 and 167.

to the Board on the future outlook of the College, in which he stated:

> The outlook for Blue Ridge College is just what its promoters and sponsors make it. True, there are difficult conditions confronting us. War conditions have reduced the number of students and conditions are such that further reductions must be expected. The cost of all kinds of supplies [has] increased to an almost incredible degree. Financial responsibilities can not be evaded. This will make it increasingly difficult for children to attend school or for their parents to send them. These conditions must be met as it is utterly impossible to avoid them. The continuance of the school must be determined by the church that owns the greater portion of the stock, the trustees of the district and the trustees of the college along with the membership of the districts concerned. Whether the school shall die or merely survive, or in the midst of difficulties, shall continue on its career to furnish the type of leadership that is essential for the progress of the church after these trying days shall pass away is the immediate problem with which we must deal.[7]

World War I, which had been waged in Europe since 1914, and had engulfed the people of those nations in blood and disaster, was in the session of 1917-18 laying claim to the resources and man power of America. The faculties and the student bodies of colleges were being depleted as a consequence of that involvement.

The Brethren colleges were put to a severe test of faith in regard to the peace position of the Church which they represented. The Blue Ridge Board of Trustees had passed an important resolution on September 20, 1918, in which they resolved:

> First: That in view of the doctrine and practice of the Church of the Brethren on militarism and war, we the Trustees of Blue Ridge College, refuse to introduce military training in our College.
>
> Second: That we put ourselves on record as supporting the government in every possible way consistent with our religious practice and belief.

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[7] *Ibid.*, same page.

President Holsopple reported to the stockholders in January 1919 that the college enrollment at that time had dropped as low as twenty students and that the total enrollment was reduced from one hundred seventy-two in 1915-16 to one hundred six at that date. This declining enrollment, along with the advancing prices of supplies in a war economy, created a financial situation which was fast becoming desperate.

The president recommended that the Board of Management be abolished and an executive committee of the Board be appointed in its stead with power to act, and that the Trustee Board be increased from nine to fifteen members, giving Eastern Maryland nine representatives, Middle Maryland four, and the Western District of Maryland two. The periodic recommendation was again on the list, that "the Board elect a field secretary whose duties would be to cooperate with the President to raise funds, . . . solicit students, and promote the interests of the college."

Blue Ridge College had frequent changes in the presidency. College presidents are proverbially short-lived both in length of life and in length of service. Blue Ridge seemed to contribute her full share of presidential victims after the school became a college. Acting-President John was in office one year, Acting-President Bonsack held office for two years, and President Bowman resigned after two years in office. Then on May 29, 1919, after less than two years in office, President Holsopple presented his resignation in the following statement:

"Herewith, I present my resignation as President of Blue Ridge College to take effect not later than September 1, 1919.

"In taking this step I do so with great regret but am

convinced that my duty and services are demanded in other fields."

The Board declined to consider the resignation and appointed a committee to confer with him in an effort to induce him to stay in office. Action was taken, however, on June 7 and his resignation was accepted to take effect on August 1, 1919.

The Board acted promptly in their search for a successor to President Holsopple. They extended an invitation to A. W. Dupler, who had been recently elected dean of Bridgewater College, to become their president. He declined the appointment.

Murphy Becomes Acting-President

The Board of Trustees named Ross D. Murphy acting-president of the College on July 9, 1919, to be effective August 1. C. D. Bonsack was appointed field secretary with J. Walter Englar as his assistant. This latter action was taken in an effort to salvage the financial campaign, which had been lagging for nearly two years. It was designed to provide necessary funds to complete the men's dormitory, which was already under construction. The building committee had reported on December 29, 1918, that they had spent $18,000 on the building and were short about $5,000 after borrowing heavily from the bank and from the endowment funds. The treasurer reported some months later that he had bills payable to the amount of $11,000 and no funds with which to meet them. The Board then decided to authorize the use of endowment funds up to one third of the cost of the dormitory in final settlement for its construction.

E. C. Bixler had been elected vice-president in October 1918, to assist President Holsopple. He was re-elected to

the same office on June 1, 1920, as assistant to Acting-President Murphy.

A renewed effort was inaugurated by Mr. Murphy to raise funds to pay debts and meet current expenses. F. D. Anthony, of Baltimore, was employed as a field secretary, for this purpose. At the same time Frank Sargent, financial agent of Bethany Biblical Seminary, Chicago, was invited to solicit funds in Maryland on the basis of all expenses to be paid from the fund and the surplus to be divided eighty-five per cent to Blue Ridge College and fifteen per cent to the Seminary. This agreement was later revised to provide a seventy-five and twenty-five per cent division. The results of this movement were disappointing to the Board and no substantial progress was made toward stabilizing the College.

Acting-President Murphy reported to the Trustees in his annual report of January 8, 1921, that the new dormitory, Becker Memorial Hall, had been completed and was then occupied by the men of the College. The cost of the building complete, exclusive of furniture, was reported to be $37,600. He also reported a steadily declining attendance over a period of years and deplored the fact that the current operation of the College received no benefit from endowment income because of the fact that it was absorbed by "underwriting" agreements.

On May 31, 1921, the Board of Trustees, still in search of a president, elected Acting-President Ross D. Murphy to the full presidency of the College. Earl W. Flohr was at the same meeting re-elected as field representative and was granted a leave of absence for a portion of the following session.

The problem of higher education among the Brethren was at this time being widely discussed among Brethren educators. There was a growing conviction that they had

overextended themselves in higher education. The idea of consolidation was under discussion among the college authorities in Virginia. A conference of the presidents of the Eastern colleges of the Brethren had been held in Baltimore on February 26, 1921. A second conference was scheduled for April 15 with George F. Zook, specialist on higher education from the United States Office of Education, as a consultant. It had been proposed that Blue Ridge should consider re-organization as a junior college in affiliation with some other college of the Church. The Blue Ridge College Trustees met on March 2, 1921, to consider this question with special reference to a consolidation with Juniata College, of Pennsylvania. The action of the meeting was recorded as follows: "After much discussion it was thought best not to consolidate." It was then moved and passed to proceed to "meet the requirements for a standard four-year college."

E. C. Bixler was appointed to investigate college requirements and report to a later meeting. He made his report on April 17, 1922, at a meeting attended by A. P. Snader, E. C. Bixler, J. W. Englar, Annie R. Stoner, J. P. Weybright, C. E. Resser, and Ross D. Murphy. A motion was passed unanimously to rescind all former actions of the Board and instruct the "Executive Committee to arrange for the standardizing of the first two years of College work and to continue or discontinue the third and fourth years as conditions warrant." The Board wavered in this decision and on May 1 met to reconsider their former action. They instructed the executive committee to defer action on the junior college idea and appointed A. P. Snader to confer with the State Board of Education and J. W. Englar to consult the student body of the College on the problem. These men reported at a meeting of the Board two weeks

later, at which action was taken as follows: "It was moved and passed to continue the four-year College course and to standardize the College as rapidly as possible." This meeting, held at the home of Annie R. Stoner, was attended by Mrs. Stoner, A. P. Snader, E. C. Bixler, J. W. Englar, J. P. Weybright, and President and Mrs. Ross D. Murphy.

How much disagreement prevailed among Board members in this action is not known, but there was great discouragement among members of the faculty. President and Mrs. Murphy applied for a leave of absence and the request was granted with evident reluctance.

Henry Becomes President

A committee was appointed to confer with Mr. and Mrs. Murphy in an effort to secure from them a commitment to return to the College at some future time. They preferred not to obligate themselves, and the presidency was considered definitely vacant. The Board turned to J. Maurice Henry, then pastor of the Church of the Brethren in Washington, D. C. He had been associated earlier with Daleville College in Virginia and, as an official and leader in Church affairs in the Eastern District of Maryland, was familiar with the situation at Blue Ridge College.

He was a man of good training, having graduated from Bridgewater College, and having studied at the University of Virginia and George Washington University. From the latter university he had been granted the Doctor of Philosophy degree. His vigor of personality and reserve of human energy fitted him eminently for the difficult and arduous task which the presidency of Blue Ridge College presented.

At a meeting of the Board of Trustees on May 19, 1922, with A. P. Snader, J. Walter Englar, E. C. Bixler, Annie R.

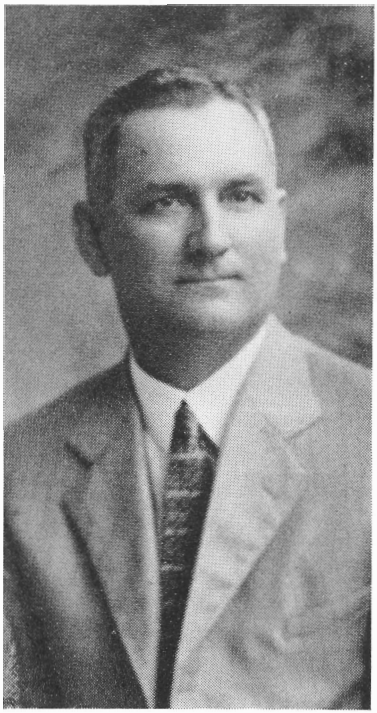
Stoner, and J. P. Weybright in attendance, J. Maurice Henry was unanimously elected president of the College.

Mr. Henry had always brought to his tasks a fine degree of enthusiasm and commendable determination. He entered upon the presidency with firm resolution to carry out if possible the purposes of the friends and supporters of Blue Ridge College—to develop a first-class institution of higher education at New Windsor. He entertained misgivings regarding the future of the school but brushed them aside in the interest of another serious trial at standardization.

New Policies Inaugurated

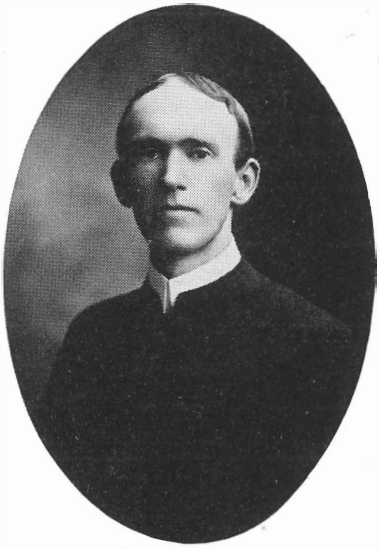
Mr. Henry met with the Trustees on May 30, 1922, to announce his acceptance of the presidency. He assumed the duties of office on the following September 1 and proceeded first of all to familiarize himself with the general policies of the College. He had an appreciation of the value of wholesome athletics to the life of educational institutions and sought to develop a clear-cut athletic policy and to re-organize the entire physical education program. He outlined a campus improvement program; inaugurated a new investment policy for endowment funds which was designed to terminate the use of endowment assets in the current operations of the College; established a salary scale for teachers; and revised the business procedures by instituting a budget system designed to control expenditures and bring expenses within budgetary limitations. Like his predecessors he urged a vigorous promotional program to increase student patronage and strengthen the financial structure of the College. He sought to shape the educational policies to qualify for full accreditment. The Trustee Board was strengthened and teachers with advanced degrees were

F. F. Holsopple



J. M. Henry

Ross D. Murphy



E. C. Bixler

Air View, Blue Ridge College

added to the faculty. Improvements were made to laboratories and other educational equipment was added.

The Trustee Board was enlarged in 1923 in order to provide for a wider representation. Membership was increased from nine to fifteen members and men with strong educational backgrounds were added to the body. Among these were John A. Garber, William M. Wine, E. C. Bixler (elected in 1921), and Charles E. Resser. Three of these members held Doctor of Philosophy degrees. Other able businessmen were elected to Board membership. Among these were Franklin Thomas, A. M. Horst, Walter Getty, Harry R. Rowland, and Harvey Speicher. Annie R. Stoner, J. Walter Englar, George V. Arnold, Jesse P. Weybright, A. P. Snader, and A. L. Sines, of long membership as Trustees, continued to serve on the Board. It would have been difficult for any college among the Brethren to secure a more able body of men and women to manage its affairs. In their determination to standardize the College, the Board added to the teaching staff such men as E. W. Flohr, of Clark and Johns Hopkins universities; Paul R. Yoder, a University of Kansas graduate; Lewis H. Brumbaugh, of Yale and the University of Chicago; William Kinsey, a graduate of Bethany Biblical Seminary; and Ruth L. Leyse, of Columbia University. Veteran teachers who had rendered distinguished service over many years at Blue Ridge College continued in the faculty. Among these were E. C. Bixler, James Fraser, Herbert C. Clauser, Grace Lee Rinehart, John J. John, Edgar G. Guyton, W. Z. Fletcher, Ruth Myers Fletcher, and Grace Beard Young.

President Henry drew into the faculty an able corps of young teachers, many of whom in later years made important contributions to education. Among these were H. Donald John, Ira M. Wagerman, Hettye Myers, Joseph

Kettering, Anna E. Roop, Philip Royer, Ruth Weybright, and Joseph W. Miller.

The faculty and Trustees were united in a desperate effort to stabilize the College and to enable it to qualify for a position within the ranks of standard institutions.

The Problem of Attendance and Finance

President Ross D. Murphy in a report in 1921 had brought to the attention of the Board the problem of declining enrollments and constantly recurring deficits. His report, supplemented by subsequent records, shows the following trend in attendance:

Session	*College*	*Total—All Departments*
1915-16	30	188
1916-17	35	181
1917-18	42	142
1918-19	23	119
1919-20	35	159
1920-21	40	157
1921-22	45	201
1922-23	41	189
1923-24	69	218
1924-25	87	229
1925-26	99	218
1926-27	87	203
1927-28	61	181
1928-29	43	151
1929-30	61	183
1930-31	65	97
1931-32	69	97
1932-33	72	132
1933-34	65	84

1934-35	52	64
1935-36	50	57

This table tells its own story. The college department reached its peak of enrollment in the session of 1925-26 and the peak of total attendance in all departments was reached in the session of 1924-25. In spite of desperate efforts to stabilize the College from 1922 to 1927, little permanent progress was made.

College attendance fluctuated between fifty and one hundred students and went into a gradual decline in the decade which followed. The drop in attendance was even more disastrous in the Academy and other noncollegiate departments. It ranged from an attendance of one hundred thirty in 1924-25 down to seven students in 1935-36. This radical decline was due to the operation of a county high school on the campus.

There seems to be no clear record of the financial situation except fragmentary reports gleaned from the Trustee minutes. The treasurer's report showed a deficit in June 1918 of three hundred eighty-seven dollars. A statement submitted September 8, 1920, showed that there were accounts payable amounting to $11,000 and no funds with which to meet them. Partial settlement was made by borrowing one thousand dollars from endowment funds and similar amounts from J. Walter Englar and Annie R. Stoner. The sum of five hundred dollars was borrowed from J. M. Prigel. President Ross D. Murphy reported that the session of 1919-20 closed without a deficit but that needed improvements to the plant estimated at $8,000 had been postponed until the following summer. On January 1, 1921, the treasurer reported indebtedness to banks and individuals to the amount of $24,000 and to the endowment

funds of the College to the amount of $17,500. The financial situation grew more and more difficult. E. C. Bixler, then treasurer of the Board, on January 8, 1927, reported a total indebtedness of almost $46,000.

The Impending Crisis

The constantly mounting indebtedness, the inadequate support from the constituency, and the gradually declining enrollment created for the College a critical situation. It was evident to the leaders that the trends then current would have to be arrested in order to avoid disaster.

Blue Ridge College did not stand alone in her difficult situation. The other colleges of the Church of the Brethren, almost without exception, were confronted by similar problems and some of them were almost as desperate. The Annual Conference of the Church had taken account of the college situation as early as 1908 and had appointed an Educational Board of seven members for the Church as a whole. The Conference of 1910 declared that no Brethren school should be organized thereafter without the approval of that board. That was the first attempt on the part of the Church to exercise control over the educational policy for the entire Brotherhood. A full-time executive secretary of education was appointed by this board on September 1, 1923. The Church at the national level was becoming aware of her colleges and of the importance of developing a general educational policy.

The Educational Board took account of the Blue Ridge situation when on April 10, 1924, J. A. Dove, J. J. Oller, and J. S. Noffsinger, representing the Educational Commission which had been previously created, met with the Blue Ridge Trustees to survey the situation and to offer

counsel and advice. They undoubtedly discussed the report which Mr. Noffsinger, as executive secretary of the General Education Board, had made to that body after an exhaustive study of the total educational situation among the Brethren. He had proposed the creation of four educational areas in the Church with one senior college in each area. The report recommended that the Southeastern area

> constitute all territory south of the old "Mason and Dixon Line," which would in reality be a consolidation of the territory heretofore occupied by Bridgewater and Blue Ridge Colleges. This combined area would then have a total Brethren constituency of approximately 30,000 members, whose total wealth would approximate $55,000,000. Since Bridgewater College occupies the geographical center of this field, more than nine-tenths of the Brethren population of this area reside within a radius of 150 miles therefrom, and since Bridgewater College is also comparatively near the minimum requirements of a standard college, it is recommended that it become the standard senior college for the area and Blue Ridge College become an affiliated standard junior college and academy.[8]

The Blue Ridge Board delayed its response to this proposal but did finally on January 10, 1925, appoint E. C. Bixler, J. M. Henry, and J. Walter Englar as a committee to consider the suggestion of the General Education Board.

President Henry Resigns

On January 9, 1926, at a meeting of the stockholders attended by W. M. Wine, J. A. Garber, E. C. Bixler, Annie R. Stoner, J. P. Weybright, J. Walter Englar, D. E. Englar, William Baker, J. Walter Getty, S. R. Weybright, J. Walter Thomas, W. P. Englar, N. C. Graybill, and J. M. Henry, the future policy of the school was a matter of serious consideration. President Henry submitted a report in which he advocated the adoption of the recommendation of the

[8] *Program of Higher Education, Church of the Brethren,* page 63.

General Education Board and the acceptance of the status of a junior college on the part of Blue Ridge. He reported an anticipated deficit at the end of the year of three thousand dollars. The Board of Trustees authorized a loan to cover the amount, and decided to continue as a four-year college.

At a subsequent meeting on May 31, President Henry again reviewed the situation, expressing doubt as to the wisdom of continuing as a four-year college. The Board responded in a resolution authorizing the president to organize a new endowment campaign. On the following day at a meeting of the executive committee President Henry announced his intention to resign as president. He was urged to continue in office and finally agreed to postpone his resignation and continue in office until June, 1927, in an effort to find an answer to the Blue Ridge College situation.

An effort was made during the year to secure increased financial aid through the General Assembly of Maryland. No adequate relief could be secured from that source. President Henry had previously entered into an agreement with the school board of Carroll County to operate a county high school in the Blue Ridge College buildings. This school had been in successful operation for a few years and provided some financial relief to the College but resulted in the almost complete abandonment of the noncollege departments of the College. It was the hope of the Board that once the high school was established on the campus the College plant could be sold to Carroll County for housing the New Windsor High School, for which a new building was then being proposed. Negotiations for such a sale were carried on with a good degree of promise but finally failed to win approval.

There were carried on during the session of 1926-27

further negotiations with the Bridgewater-Daleville movement. Bridgewater College had proposed the organization of a system of schools to be known as the Blue Ridge System of Schools composed of two academies, one junior and one senior college. This movement would have included Hebron Seminary, Daleville Academy, Blue Ridge Junior College, and Bridgewater as the senior college of the system. This reorganization had already been accomplished in Virginia, but the Blue Ridge College authorities were hesitant, still cherishing the hope of becoming an accredited four-year college. On January 8, 1927, President Henry finally offered his resignation as president of the College to take effect at the end of the session.

Bixler Becomes President

E. C. Bixler held a position of influence and leadership in the College and among the Brethren in the Eastern District of Maryland. He was a member of both the Board of Trustees and the faculty and was serving in 1926-27 as dean and treasurer of the Board of Trustees. On the occasion of President Henry's resignation Mr. Bixler offered the following resolution:

1. That the college continue as at present except to drop the junior and senior years until some better policy can be developed.
2. That steps be taken to have the freshman and sophomore years fully accredited by the Maryland State Board of Education.
3. That arrangements be made with Johns Hopkins University and the University of Maryland so that Blue Ridge College students completing the first two years of the college course may enter these institutions as juniors without loss of credit.
4. That arrangements be made to transfer students to any other College in the state of Maryland or in the Brotherhood without loss of credit.
5. That the advisability of a working agreement or of organic union with the Bridgewater-Daleville movement be carefully studied and

a report made to the Board and to the Districts of Maryland at a later time.[9]

These resolutions were adopted and at a subsequent meeting on February 23, 1927, it was agreed that E. C. Bixler should serve as acting-president for the session of 1927-28. Marshall R. Wolfe was made assistant to the president with the understanding that he be offered the presidency when he had completed his university study and had received his Master of Arts degree. On February 11, 1929, Mr. Bixler was elected president of the College and Mr. Wolfe was made vice-president and field secretary. They continued in their respective offices for the remaining period during which Blue Ridge College operated under Brethren auspices.

It had become almost routine procedure for the Trustees with each change in the presidency to decide to standardize the College, to meet operating deficits by borrowing more money from the endowment, and to authorize new endowment campaigns to strengthen College finances. Such action was taken again as President Bixler assumed leadership. The proposed affiliation with the Bridgewater-Daleville movement was considered from time to time but without any definite action. The promoters of Blue Ridge College sustained with amazing tenacity their purpose to establish a standard four-year college.

Blue Ridge Becomes a Junior College

Blue Ridge College assumed the role of a junior college with the session of 1927-28. This change of status occasioned considerable change in the personnel of both the Trustee body and the faculty. George A. Early was added to the Board, succeeding Annie R. Stoner, who was made an

[9] Trustee minutes, 1926, page 277.

honorary member. S. P. Early was elected to membership in 1929. The names of David R. Dotterer, Marshall R. Wolfe, Arthur Scrogum, Joseph Bowman, R. Paul Smith, J. A. Dove, G. P. B. Englar, John C. Myers, Robert L. McKinney, and E. Russell Hicks appear in the publications as Trustees during this period. Messrs. Dove and Myers were appointed to represent the Bridgewater-Daleville constituency.

Faculty changes were even more pronounced than were changes in Board membership. Among the new appointees added by President Bixler were John Woodard, Orpha Wellman, Berkley O. Bowman, W. Glenn McFadden, Elizabeth R. Blough, Clyde S. DeHoff, Gertrude Jamison, Margaret Snader, Nevin Fisher, Mary M. Malcolm, Geraldyn Wood, and Philip Royer. Anna S. Roop appears as treasurer of the College. J. Walter Speicher joined the faculty in 1929 as director of athletics and later became treasurer.

Additional appointments were made during the later years which included Harold Eaton, Orville E. Pugsley, Helen Slabaugh, Anna Olivia Cool, and Margaret Tribble.

The Trustee Board suffered severe loss by death during the decade of 1925 to 1935. A. P. Snader was removed by premature death in 1924, Annie R. Stoner died in 1933, and J. Walter Englar died in 1934. C. D. Bonsack was lost to Board membership by change of residence from Maryland to Illinois. These four representatives were associated with Blue Ridge College in its beginning and had served almost continuously on the Board of Trustees and in other important capacities up to this period of crisis. Annie R. Stoner fulfilled her pledge, made twenty years earlier, and left to the College practically all of her estate, which consisted

mainly of her comfortable home in New Windsor and two valuable Carroll County farms near New Windsor.

E. C. Bixler continued to serve as president of the College and treasurer of the Board of Trustees. He carried heavy responsibility and had many difficult decisions to make. He enjoyed the confidence of the Brethren in Eastern Maryland, and the management of the school educationally and financially rested mainly on his shoulders.

The Board of Trustees was still embarrassed by the outstanding stock of the Blue Ridge College corporation. President Bixler reported on January 7, 1928, that nine hundred forty-nine shares of stock had been originally issued and that there were one hundred seventy-eight shares still in the ownership of individuals. There had been repeated efforts, as we have already seen, to abolish the stock company feature of the College, but the Board was helpless in the situation so long as there were outstanding shares.

There was considerable optimism among the Trustees and the faculty at the beginning of the junior college program. It had been possible to reduce expenses principally in the salary item. The public high school still operated in the College buildings for an annual rental of $4,750. The College had also continued to hold the state scholarship appropriation. President Bixler reported on May 30, 1927, that the current session would close without a deficit and on June 4, 1928, he stated that he had ample funds for all requirements. But this optimism was of short duration. The state appropriation was now in jeopardy and the school board of Carroll County was planning a new building in New Windsor to house the high school. On January 5, 1929, the records show that the Board was again authorizing loans to pay interest on the College indebtedness and to meet operating expenses.

Affiliation with the Bridgewater-Daleville Movement

Finally on January 5, 1929, the Blue Ridge Trustees took the following action: "It was moved and passed that we call a special meeting of the Board of Trustees and invite trustees from Bridgewater College to meet with us, and that we decide to unite with Bridgewater College under some plan so as not to affect our state appropriation."[10] E. C. Bixler, J. W. Englar, and J. P. Weybright were appointed a committee to represent Blue Ridge College in a conference with the Bridgewater-Daleville Board. Paul H. Bowman, John S. Flory, and John C. Myers were appointed to represent the Bridgewater-Daleville Board in these negotiations. The committee met on January 23, at Winchester, Virginia, and prepared a joint report for the two trustee bodies. J. Walter Englar had resigned from the Blue Ridge Board and George A. Early served on the committee in his stead. The Blue Ridge Board met at New Windsor on February 11 to consider the report of the joint committee. Paul H. Bowman was present and made the report for the committee. The report was adopted and plans were made to submit the recommendations to the General Education Board of the Church for their ratification and to the state district conferences of Maryland, West Virginia, Tennessee, Alabama, North and South Carolina, and Florida and Georgia for approval. The General Education Board of the Church passed the following resolution April 4, 1929, as a recommendation to the state districts:

> Inasmuch as it is the policy of the General Education Board to recommend a closer cooperation or union between Brethren Colleges wherever same may be feasible, and Inasmuch as the Educational Commission in its report to the Annual Conference of 1926 recom-

[10] *Ibid,* 1928, page 289.

mended the desirability of those state districts of our Brotherhood south of the Mason and Dixon's line becoming a single educational unit, and Inasmuch as the boards of trustees of both Blue Ridge College and of the Bridgewater-Daleville System have agreed to recommend to their respective state districts that the plan of cooperation which has been in operation to the mutual satisfaction of both institutions for the past two years, be formally approved; Therefore, be it resolved that the General Education Board heartily endorse the proposed plan for cooperation between these two schools and also recommend same to the District Meetings throughout the above mentioned area.[11]

The Middle District of Maryland, which in 1929 had postponed action, adopted the report in April of 1930 as the last and final body to approve the affiliation with the schools of Virginia.

President Bixler took immediate steps to secure accreditment for Blue Ridge as a standard junior college. He had a survey made by the Maryland State Board of Education and by the Association of Colleges and Secondary Schools of the Middle States and Maryland. On May 26, 1934, he reported to the Trustees that the surveys showed that the College lacked a stable income of sufficient volume, that the library and laboratories were deficient, that teachers' salaries were too low, and that the plant in general needed repair and renovation to satisfy the accrediting authorities.

In 1936 the Board of Trustees offered the Blue Ridge plant to Bethany Biblical Seminary of Chicago if they would consider relocating the Seminary at New Windsor. It was later reported that the Trustees of the Seminary had agreed to inspect the College plant in connection with the proposal, but there is no further reference to this movement in the College records.

The following paragraph from *History of Bridgewater-*

[11] Minutes, General Education Board, April 4, 1929.

Daleville College, published in 1930, expresses something of the hope of the leaders in this movement of consolidation when it was first inaugurated:

> This movement represents a distant objective and the wisdom of it shall, no doubt, be revealed more and more in the future. It made possible the standardization of Bridgewater College by the Southern Association of Secondary Schools and Colleges; it enabled the other schools of this system to qualify as standard institutions of their type within their respective states; it almost completely eliminated rivalry and misunderstanding between these schools, and above all, it has created a background for a great and strong Christian college among the Brethren people of the South as the successor of these four struggling schools. It is probable that in this movement the Church of the Brethren has preserved her educational program in the South from ultimate collapse.[12]

Subsequent Developments

It is not possible to predict what the course of events might have been had this movement of correlation and affiliation been inaugurated earlier. The over-all plan was one of promise, but its implementation came too late to preserve Blue Ridge College as a member of the proposed system. The movement was under consideration for nearly ten years. During this time a staggering debt was accumulating at Blue Ridge. There was delay and hesitation, and valuable time was lost during which the chance to stabilize the College, even as a junior college, was forfeited.

The College debt amounted to approximately $50,000. The leaders were discouraged and there was an unwillingness among the Brethren of Maryland to assume the obligations of the school and make a new effort for stability. The Bridgewater-Daleville movement had heavy obligations from the consolidation of Daleville College with the movement and was in no position to assume the liabilities

[12] Wayland, John W., *History of Bridgewater-Daleville College,* page 249.

of Blue Ridge College. The Maryland authorities, therefore, still had the problem of indebtedness and mounting costs to consider.

The solution of the problem seemed to lie in the direction of a sale of the College plant in order to liquidate the indebtedness and thus preserve intact the endowment assets of the institution.

This opportunity seemed to come in 1937 when a proposed New Jersey corporation to be known as the Ridge Foundation sought to purchase the College plant with a view of continuing the operation of Blue Ridge College as a four-year nonsectarian liberal arts college. The leaders of this movement, citizens of the State of New Jersey, had no connection with the Brethren people. On February 24, 1937, a joint meeting of the Blue Ridge College Trustees and the trustees of the Eastern District of Maryland was held to consider the proposed sale. The representatives of the Foundation were Elvin H. Ulrich, of Elizabeth, New Jersey, the prospective purchaser, and W. R. Slack, a real-estate agent of New York City. The meeting considered the proposal favorably and authorized further negotiations.

A report was submitted by the College Trustees to the Eastern District of Maryland, the principal stockholder, on April 28, 1937, which stated that "the College plant consisting of the main campus with the four buildings thereon and their equipment, the athletic field and the tract of land known as the Fritz property has been sold through a transfer of stock to the Ridge Foundation." The consideration was reported to be $51,250 of which amount a lien of $45,000 was to be accepted by the Brethren.

The other properties owned by the College, consisting mainly of the Stoner residence and farms and three other residences on the campus, were transferred to the trustees of

the Eastern District of Maryland, also an incorporated body.

On May 29 a committee consisting of C. E. Resser, Marshall R. Wolfe, and Harry Rowland was appointed by the College Trustee Board to complete the transfer of the property to the Ridge Foundation. This was done by a transfer of stock rather than by deed. At the same time a resolution was passed rescinding the action of February 11, 1929, affiliating Blue Ridge College with the Bridgewater-Daleville movement. The action of January 8, 1927, accepting junior college status was also rescinded. The College was then officially declared to be a four-year institution.

The College Trustees had previously amended their by-laws to permit the election of representatives to the Board from bodies other than the Church of the Brethren. There is no record of a corresponding amendment to the charter. The term of John A. Garber on the Board was terminated because of broken health, and Judge Elvin H. Ulrich, the new owner of Blue Ridge College, was elected to the Board. There were other vacancies due to the action rescinding the affiliation with Bridgewater. Leonard Elsmith, of New York, was then elected to the Board. At this same meeting the Board voted to confer unusual academic honors on Judge Ulrich and James E. Laugh. They met two days later and Jesse P. Weybright, the secretary of the Board, was authorized to cast ballots electing James E. Laugh president of Blue Ridge College, and W. S. Y. Critchley to the office of dean. E. C. Bixler was elected president emeritus, appointed to the new faculty, and made a member of the executive committee of the Board of Trustees.

Thus Blue Ridge College passed to the control and management of its new sponsors. The relation of the

Brethren to the new administration was rather confused. There is no record of the charter being amended or revoked. The new sponsors seemed to operate under the authority of the original charter, which apparently left the Brethren in a position of legal responsibility but without actual control of the policies of the school.

The leaders of the Ridge Foundation absconded early in 1938 and the corporation was subsequently dissolved. A new corporation, formed in March 1938 by New York representatives and known as the New Windsor Educational Foundation, assumed management and presumably ownership of the College as successor to the New Jersey corporation. This body, however, was dissolved in November of that same year and the Blue Ridge College stock and the accrued indebtedness of the institution reverted to the Brethren, whose Board of Trustees still survived as a corporation.

Litigation and Foreclosure

The history of Blue Ridge College after May 31, 1937, is really beyond the scope of this volume. But the course of events was of such character that it demands a brief summary of subsequent developments.

The Brethren were perhaps credulous. Neither the New Windsor Educational Foundation nor the Ridge Foundation appears to have had any assets. They might possibly have claimed assets to the amount of the small cash payments made on the property. But their liabilities were many times greater than their assets. The new management proceeded to renovate the College plant. Thousands of dollars were spent during the summer of 1937 on plant improvement and new equipment. This was done on borrowed money with the Brethren apparently still holding

title to the property. An elaborate catalog was published announcing an Advisory Board and a Board of Visitors composed of prominent business and professional people of Maryland, Delaware, New Jersey, Pennsylvania, and New York. President Laugh was soon replaced by Lym H. Harris, and Dean Critchley was succeeded by W. Roscoe Slack, formerly mentioned as a New York real-estate agent. A faculty of twenty members was announced, nearly all of whom were listed as holding advanced degrees from leading universities. A commercial agency was engaged for student recruiting, and the session of 1937-38 opened in September under the new management. Blue Ridge College, to the gratification of its wide circle of friends and alumni, seemed to take a new lease on life.

The College, however, under the new management was soon in financial difficulty. There were many unpaid accounts and creditors were pressing for payment. The Brethren, eager to see the movement succeed, had involved themselves in further loans and endorsements. Finally litigation developed which involved the College, the Eastern District of Maryland, several banks of the community, members of the faculty, and business firms to which the College was indebted. Suit was instigated and the court procedures were long, involved, and difficult. Charges of fraudulent practices were made on both sides. Finally, after an appeal from the decision of the Circuit Court of Carroll County charging the Brethren with fraud and annulling their claims, the Maryland Court of Appeals in January of 1944 reversed the decree of the lower court and upheld the case of the Brethren of Eastern Maryland. The College was then adjudged to be in bankruptcy, and the plant was ordered sold under the authority of the court and all debts liquidated. The opinion of the higher court concluded with

the following tribute to the Brethren of Maryland: "From 1900 to 1937 this church, through its members, in the operation of the academy and then of the college, performed an admirable service. It did not seek profits, but conducted these educational institutions for their innate good, at the expenditure of much labor."

The College plant, consisting of about twenty-five acres of land and four College buildings, was sold at public auction on September 6, 1944. Other assets, consisting of the Stoner, Bonsack, and Flora residences and the two Stoner farms, were sold at the same time. Paul H. Bowman, chairman, and M. R. Zigler, executive secretary, of the Brethren Service Committee, of Elgin, Illinois, were present at the sale with instructions to purchase, if possible, the College plant for the Brethren. The Service Committee was the high bidder on the property at $31,300. The total amount of the sale of all properties was $75,145.

The indebtedness which had been adjudged as the legal obligation of the Brethren was liquidated and the residue of $44,861 was transferred under instructions from the court to the General Education Board of the Church of the Brethren. It was later agreed that this fund should be administered by the Trustees of Bridgewater-Daleville College as a scholarship fund for qualified Brethren youth from the State of Maryland in attendance at Bridgewater College. This amount was then separated into two funds and dedicated to the benefactors of Blue Ridge College in the following memorial statements which appear in the Bridgewater College catalog.

Maryland Education Fund. This fund honors the many friends of Christian education who founded and supported Blue Ridge College, at Union Bridge, and later at New Windsor, Maryland, for nearly half a century in its ministry to the youth of the church. Value, $24,861.52.

Stoner-Roop Memorial Fund. This fund perpetuates the memory of Anna Roop Stoner and her husband, Jacob Stoner, both of whom gave generously of their time, talent, and substance to the cause of Christian education as benefactors of Blue Ridge College. Value, $20,000.00.

The plant of Blue Ridge College was renovated during the years 1944 to 1946 by the voluntary labor and skill of Civilian Public Service men and designated as the Brethren Service Center. It currently houses certain relief activities of the Church of the Brethren and Church World Service and extends a ministry of reconciliation and helpfulness to the needy peoples of the world.

Schools and colleges, like the sons of men whom they seek to serve, must also know sunshine and shadow. The institutions of the Brethren were no exception to this law of history. They, perhaps, endured more than their share of hardship because they were founded usually as personal rather than collective enterprises. They were born more of a passion for learning and a love for youth, and less of hard-headed business sense. The Brethren walked by faith in education rather than by sight.

This account of Blue Ridge College has been occupied largely with the business, financial, and promotional affairs of the institution. The burden of these business affairs tended to obscure the creative and prophetic values of education. The men and women who labored quietly and often unobserved in classroom and laboratory, many of them as able and as consecrated to the cause of education as human beings can ever be, deserve a tribute which no pen can adequately describe. The names of Wine, John, Bonsack, Rinehart, Keller, Flora, Fraser, Clauser, Bixler, Parkhurst, Guyton, Henry, Kinzie, Foglesanger, Murphy, Flohr, and a score of others shine in the life of Blue Ridge College like stars in the firmament.

This chapter in Brethren education, somber in some respects, is bright and inspiring in others. The spirit in which men and women of the past carried on against great odds, and the almost unlimited sacrifice which they made for the youth of their day, speak in compelling tones to our own and to future generations. All men are debtors to the past, but they must settle with the present.

Chapter X

PROGRESS IN HIGHER EDUCATION: BRIDGEWATER COLLEGE

The faculty and Trustees of Bridgewater College faced the future with new and challenging plans as the Semi-centennial celebration was concluded in June 1930. The preceding chapters have described the struggle through which Daleville and Blue Ridge colleges were passing at that time. It was evident that the Brethren would be compelled to abandon, at least, higher education in those centers and that the final stand, in victory or in defeat, would have to be made at Bridgewater. The line of battle had shortened and the struggle grew more intense. The financial situation was still the great chasm between the College of 1930 and the College of the future which lingered in the dream of the leaders.

New Financial Movements

The College bulletin of December 1931 announced what was called another forward step in education. It was designated as the Ten Year Movement and was projected on the background of the Semi-centennial Movement and the fifty years of history then behind the College. In introducing this movement, the president described the small Christian college as being a benediction to the Republic and a seedbed of our leadership. He interpreted the movement of the preceding ten years as an effort to "transform the educational vision of our people, which has expressed itself heretofore in local and sectional institutions, into a more comprehensive

concept of Christian education and of its function in society."[1] It was proposed that the new movement extend from 1932 to 1942 and that its purpose be to increase the endowment funds of the College for the support of departments of instruction and to provide loan funds as a medium of student aid. The movement also included certain proposed buildings and campus improvements. The objective was fixed at $545,000.

This long-sighted movement was projected to coincide with the economic recovery from the depression of 1929-30. The anticipated recovery, however, was retarded and the movement was off to a slow start. World War II broke upon mankind in 1939, and the plan to climax the movement with an intensive campaign in 1940-42 had to be abandoned. The success of this movement was somewhat meager. Its main accomplishments were the Elder John Cline Memorial Fund of about $6,500; the Alumni Loyalty Fund, which is now valued at about $5,500; the Arthur B. Miller Memorial Fund of about $1,000; the Mr. and Mrs. Fred C. Wampler Loan Fund of about $4,500; the John A. Dove Student Loan Fund of about $3,000; and the John F. Wampler Fund of about $1,000.

The Ten Year Movement put considerable emphasis on student loan funds as a practical medium of student aid. A philosophy of student aid, which reflected views held by the faculty at that time, was expressed in the president's report in 1931.

> We have an increasing skepticism about the value of so-called self-help work. There is nothing inherent in the usual college job conducive to better scholarship, and few students develop any special interest in such jobs. It is irksome because their minds are on other things. They develop limited skill, if any, in the assignment, and experience only a slight degree of personal development. . . . Perhaps

[1] *Bridgewater College Bulletin,* December 1931, page 2.

in the ideal college, expenses will be kept at the minimum, . . . with no scholarships, no self-help positions, no discounts, and no deferred settlements. The door of opportunity will be kept open to the poor student through the medium of adequate loans at standard interest rates. Thus college expenses would be a cash transaction for all students. In such a system there would be no inferiority complexes based on inability to pay, no charity, no plea of poverty, and no temptation to misrepresent the facts for economic advantage. It would be business-like and dignified, both for the student and the College.[2]

This point of view likely explains why funds for student aid at Bridgewater are predominantly loan funds rather than free scholarship funds. The policy at Bridgewater at that time was one of helpfulness to every student who was in genuine need and whose potential usefulness to the world was of high order. The College tried to avoid the role of charity but struggled just as earnestly to offer educational opportunity to all worthy young people regardless of their financial status.

THE EXPANSION MOVEMENT

The Ten Year Movement was almost at a standstill in 1937. It was considered advisable to revise the financial plans of the College; and as a result the Board of Trustees, by a resolution passed in February 1938, authorized the merging of the Ten Year Movement into a new movement to be known as the Expansion Movement. It was a movement of major proportion, the objective of which was to double the assets of the College by the year 1950. It was agreed that no "whirlwind methods" or "high-pressure salesmanship" would be used. It was planned as a "campaign of perseverance" under the personal direction of the president and without professional assistance. The movement gathered up the objectives of earlier movements which

[2] *Bridgewater College Bulletin,* October 1931, page 7.

related to the general College endowment, to the John Cline Chair of Religion, to a dormitory for women, to a science building, and to an alumni lodge. There was added to this campaign the renovation of Wardo and Yount halls and the improvement of the heating plant.

This movement was carried on until 1950 when it was merged into a new movement now in progress known as the New Development Program of 1950 to 1960, an account of which will be considered in another connection.

These several financial movements called for extra personnel which involved the services of C. B. Smith, a former pastor of Augusta County and a well-known leader in the Church; D. H. Miller, also a pastor and minister of influence among the Brethren; I. S. Long, a former missionary to India and an early graduate of the College; Joe L. Kinzie, who, as a young graduate of the College, served as College representative for a time and later became a prominent physician; Ralph E. White, a well-known pastor and churchman whose ancestry had been actively connected with Brethren education in the South; and Morley E. Mays, who rendered significant service, apart from his teaching duties, in the area of public relations and as assistant to the president.

Business Administration and Personnel

The business and financial affairs of the College were administered during this period by a small group of men with a minimum of change in personnel. The Trustees exercised general supervision over the financial operations, but their direct responsibility was related to permanent funds and to the more important facilities of the College plant. The administration of current funds and of the

day-by-day operations was mainly the responsibility of the faculty.

The treasurership of the Board of Trustees was merged with the treasurership of the College in 1931, and N. D. Cool served in this double capacity until 1935 when the two treasurerships were again separated. Warren S. Craun then served for one year as treasurer of the College, and Mr. Cool continued as treasurer of the Board of Trustees until 1937. Paul D. Horst was appointed treasurer of the College in 1936 and served until 1941. C. E. Shull served from 1930 to 1941 as business manager and as superintendent of buildings and grounds.

The duties of these offices were redefined in 1941 and the treasurership of the College was combined with the business managership. The treasurership of the Board of Trustees remained as an office within itself but in close association with the office of the College treasurer. Cecil C. Ikenberry was elected treasurer of the College in 1941 and is currently serving in that position.

N. D. Cool was succeeded by Frank S. Driver as treasurer of the Board of Trustees in 1937. Mr. Driver held this position until 1941, at which time he was called to serve with the American military forces abroad. Mr. Driver was succeeded in the treasurership by his near relative, Harry A. Driver, who continues to hold this responsible position.

The Kelly Survey

The year 1931 was a significant year in Brethren education. The General Education Board of the Church of the Brethren had previously appointed a Committee on Educational Program and Policy. The appointment was inspired by recognition of the fact that the Church as a whole had developed no comprehensive program of higher

education. Each college of the Church operated as a local institution. The colleges were locally owned and managed, locally supported, and rather thoroughly steeped in local pride and tradition.

On January 22 and 23, 1931, the college presidents became prophetic for the total Church and approved recommendations from the Committee on Educational Program and Policy which represented an auspicious beginning toward the development of an over-all policy for the whole Church in higher education. This movement, however, finally fell victim to the local interests of college men and the Church of the Brethren is currently without any comprehensive plan or program for Christian higher education.

As a direct result of the report of the Committee on Educational Program and Policy, the General Education Board did, however, authorize a survey of higher education in the Church. The Carnegie Corporation of New York made an appropriation of two thousand dollars toward the expense of this survey, and Robert L. Kelly, general secretary of the Association of American Colleges, was engaged for the task. He made a careful study of all the Brethren colleges and, in 1933, submitted a one-hundred-sixty-page report to the General Educational Board of the Church.

The following sentences gleaned from this report give some indication of the appraisal made of Bridgewater:

> Bridgewater is located in the open country and carries a severe handicap in that there cannot be, in the nature of the case, extensive local patronage. . . . There is evidence that the functions of the College officers and commissions, councils and divisions have been thoroughly thought out and the areas of operation definitely fixed. . . . The doors of opportunity are open for Bridgewater College, but the task of maintaining the College at a high level of academic and financial effectiveness is not an easy one. . . . The newer buildings . . . demonstrate a commendable appreciation of the significance of

architectural and esthetic effects. Bridgewater has gone further perhaps in this respect than any other Brethren college.[3]

The unfavorable aspects of the report for Bridgewater criticized teaching standards, which had suffered for economic reasons, the lack of effective health services for students, the limited social and recreation facilities, the absence of an adequate Church constituency, and the restricted contacts with scholars and artists from the outside world.

Another fundamental criticism of all the Brethren colleges was the "absence of a complete statement of objectives for the college as a whole."

It was recognized that some of the limitations described in the Kelly Survey were insurmountable, such as the rural location of the College and the widely scattered Church constituency. Efforts were inaugurated, however, to reckon with the handicaps mentioned in the survey. The officers of the College were active in seeking public transportation for the community, which was entirely without any such service. College officials joined in the promoting of bus transportation, which was finally established between Bridgewater and Harrisonburg and has steadily improved. The Church constituency was expanded from about twenty-two thousand as reported in the Kelly Survey to about fifty-six thousand in 1945. Improvements in health service and in teaching standards were in line with regular College policy.

The faculty as a whole, stimulated by the Kelly Survey, devoted special attention to the problem of college objectives. A comprehensive movement was inaugurated in an effort to re-think the purposes of the College. After a full year of

[3] Kelly, Robert L., *The Survey of the Colleges of the Church of the Brethren*, page 148.

study and discussion, a report was approved, setting forth the fundamental objectives of the College and proposing plans and methods for the realization of those purposes. A condensation of this report first appeared in the catalog of June 1935. The faculty proposed in that report to adhere to the policy of liberal education in the arts and sciences and to consider the Bachelor of Arts degree as a special concern at Bridgewater.

After defining the College's objectives in terms of the intellectual, of the spiritual, and of personal and social efficiency, the statement concluded with this sentence: "The College proposes to develop in each student the power to discover truth for himself, the ability to evaluate ethical standards, and the capacity of mind and heart to enter freely into the intellectual and spiritual experiences of the race."[4] This statement of fundamental purpose continues after twenty years to be published in the catalog as a statement of college objectives.

Organizational and Educational Matters

The College operated throughout this period under the handicap of depression and of war. It is neither possible nor necessary to describe in detail all the developments of the period. Some of the more important developments are here tabulated as a matter of brief reference.

Extracurricular activities were reorganized in 1930 by the creation of College councils, the membership of which was composed of both faculty and students. This development abandoned largely faculty committees as such and sought to administer campus life under the co-operative management of students and teachers. This plan of administering campus life currently prevails in the College.

[4] *Bridgewater College Bulletin,* June 1935, page 18.

During the session of 1936-37 the faculty expanded courses in music and in home economics and authorized the granting of the Bachelor of Science degree upon the completion of the courses prescribed in these fields. This development was particularly related to the preparation of students for teaching positions in the public schools.

The departmental system of curriculum organization was abandoned during this period and the divisional system established. Courses were grouped into six divisions: language and literature; mathematics and the natural sciences; the fine arts; religion and philosophy; the social sciences; and psychology and education. The teaching staff was organized around these groupings with a faculty chairman at the head of each division. This form of organization was authorized in 1943 but was not announced in the catalog until two years later.

Comprehensive examinations for seniors were authorized by the faculty in 1944-45 and inaugurated the following year. The movement was designed to encourage concentration by the student in some major field of knowledge and to aid in the correlation of knowledge from all four years of college study. This procedure also prevails as a current practice of the College.

Honor graduation was established in 1943, which recognized four classes of college graduates. The quality credit system was retained as a means of rating seniors as *graduates, Cum Laude graduates, Magna Cum Laude graduates, and Summa Cum Laude graduates.*

Among other developments were the organization of conferences to stimulate professional growth within the faculty, leadership retreats for student officers preceding the opening of the college year, the Rural Life Institute to foster student interest in and appreciation of farm and

country life, Life Problems Week as a medium of giving counsel and guidance to students in the area of the broader problems of life, and other similar movements.

There were also significant developments in the area of athletics and physical education during this period. Baseball, basketball, and tennis had been established sports in the College for many years. Football had been reinstated in 1927 after a lapse of about twenty-five years. There were decided misgivings, after ten years of experience with reinstated football, concerning the continuation of the sport. The Senate of the faculty, the Athletic Council, and the Monogram Club joined in a comprehensive study of the football situation in the fall of 1937. President Bowman limited his report to the Board of Trustees on February 9, 1938, to this one problem. His statement was based on the study referred to above. Among other things, he said:

> It is generally recognized that football is the most difficult sport for the small college to maintain. Large colleges and universities which administer intercollegiate athletics with student welfare rather than the "gate" and the "score board" in the focus of their thought, experience almost as much difficulty as do small colleges. The problem of finance, of commercialism, of professionalism, of schedules and travel, of injuries, of academic performance of players, of the recruitment of players, of eligibility rules and regulations, of hysteria within student bodies and on the part of the public, of abnormal publicity, and other problems, raise a question in the minds of many thoughtful people about the worthiness of football for a place among the sports of the American college.
>
> I submit this problem in behalf of the faculty for your reaction and counsel.[5]

The Trustees considered the problem at length and passed the following resolution: "We have, with you, foreseen for several years that the status of football as an intercollegiate sport at Bridgewater College is unsatisfactory,

[5] Trustee files. President's report of February 9, 1938.

and we desire to grant to the faculty the utmost liberty in shaping the internal policies of the College."[6] This action has interest not only from the standpoint of college sports but also as reflecting the spirit and attitude of the Board of Trustees. There is no evidence that the Trustees at any time during this period limited the freedom of the faculty or in any way arrogated to themselves the right to deal directly with internal problems of college life. That was the domain of the faculty, and the Trustees respected and trusted the faculty in all such matters.

The outcome of this study finally was the elimination of football as an intercollegiate sport at Bridgewater College. The issue was submitted to a ballot at a mass meeting of students and faculty, and a vast majority voted against the retention of the sport. The faculty subsequently took action which was recorded as follows: "Resolved that in the light of our careful study of football, the athletic policy of this college be modified, that football be no longer maintained, and that the funds now expended on that sport be diverted to other and more desirable intercollegiate sports and to our intramural program in order to provide more adequately for the physical well-being of our entire student body."[7] An attempt was made to carry football as an intramural sport but interest lagged and it was dropped.

Soccer was introduced in 1942 as an intercollegiate sport. The University of Virginia was the only institution in the state engaged in the sport at that time. Two games were played during the year with the University, the score being one to nothing, favoring Bridgewater, in both games. The sport, however, had short duration.

Intercollegiate basketball for women was also in-

[6] Trustee minutes, 1938, page 96.
[7] Faculty minutes, February 28, 1938.

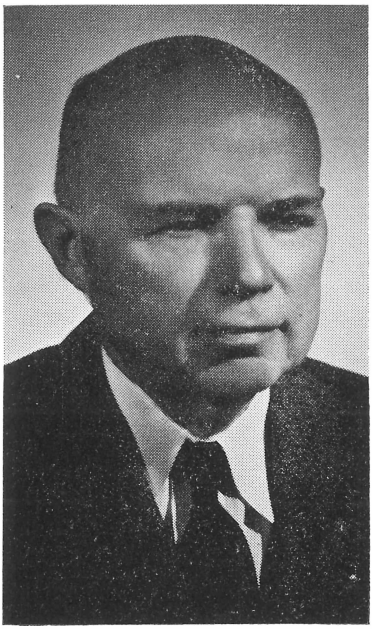
augurated with restrictions. Horseback riding was provided for a short period but attracted only a limited group of students. It proved to be too difficult to administer and was abandoned. Track as an intercollegiate sport was authorized by the faculty on December 14, 1936, under the direction of Harry G. M. Jopson. It attracted a great many men and is currently a popular sport in which the College has made a highly creditable record. The College has received world-wide publicity in this sports field through the record of Robert E. Richards, a son of Bridgewater, who currently holds all-time records as a pole vaulter and as a participant in the Olympic games of international fame.

Another event of significance in the financial development of the College occurred in 1945 when the funds accruing to the General Education Board of the Church of the Brethren from the sale and debt liquidation of Blue Ridge College were transferred to the management of Bridgewater. This added almost $45,000 to the loan and scholarship funds of the College.

Faculty and Trustee Personnel

The most important change in trustee organization during this period was the resignation in 1931, for reasons of health, of J. A. Dove, as chairman of the Board. He had served continuously in that office since 1924 and was succeeded by the first vice-president, John C. Myers, who served in that position throughout the remainder of this period. John S. Flory continued as secretary of the Board and held that position for a quarter of a century. Those who served as vice-presidents during this period were W. P. Crumpacker, J. D. Miller, J. W. Ikenberry, L. C. Moomaw, and H. S. Zigler.

An important change was made in the plan of trustee



William T. Sanger

Frank J. Wright

Charles C. Wright

John W. Boitnott

PRAESES ET CURATORES

Collegii Bridgewater,

IN VIRGINIA.

Omnibus Singulisque has Literas Perlecturis,

SALUTEM PER DOMINUM.

Testamur adolescentem ingenuum hujus Instituti alumnum, ad studium bonarum literarum se diligenter dedisse, [illegible].

Quamobrem, Examinibus praescriptis cum laude perfectis, pro auctoritate nobis commissa a Republica Virginiensis, titulum gradumque Artium Baccalaurei, cum omnibus Juribus, Privilegiis Honoribusque ad eundem gradum pertinentibus, ei contulimus.

Cujus Rei in Testimonio, Nos, Praeses Curatorum, Praeses Superintendentium, et Professores, Sigillum curavimus hisce membranae appensum, nominaque nostra subscripsimus.

Datum in aula Collegii Bridgewater, [illegible], Anno Domini millesimo octingentesimo [illegible].

Samuel Miller, Praeses Curatorum.

P. S. Miller, Praeses Superintendentium.

Professores: E. A. Miller, Praes.; [illegible]; F. M. Garber; [illegible]; S. M. Garber; [illegible]; [illegible]

Bridgewater College, First Bachelor of Arts Diploma,
Issued to John M. Coffman, May 27, 1891

representation in 1933. Prior to that time, the electorate for the choice of Trustees was the Alumni Association and the district conferences of the fourteen Church districts controlling the College. The alumni of the College had been granted the privilege of electing representatives to the Board as a guarantee of alumni representation. This arrangement was revoked as unnecessary since the Church more and more was electing alumni as district representatives. In 1933 more than half the members of the Board were alumni of the College. Each of the fourteen districts was granted one representative to be elected by the district conference and the remaining sixteen members were elected at large by the Board itself, subject to confirmation by the districts. This change in plan of choosing Trustees made a more selective body and added much strength to the Board.

The years 1930 to 1946 brought many young men and women into the teaching staff of the College. Among them were John W. Boitnott, Lula A. Miller, Joseph Kagey, Walter S. Flory, Jr., and J. Emmert Ikenberry in 1930; Amos M. Showalter, Ph.D., in 1932; Lucille Long, M.A., and D. Stanley Houser, M.A., in 1933; Harry R. Weimer, Ph.D., and Walter S. Flory, Jr., Ph.D. (returning on a new appointment), in 1934; Warren S. Craun, M.A., Charles P. Graham, Marjorie Bullard, Wilmer R. Kensinger, S.T.M., and Everett R. Shober, M.A., in 1935; Harry G. M. Jopson, Ph.D., Fern Shoemaker, and Olive D. Graham in 1936; Lucielle J. Shober, A. Olivia Cool (returning on a new appointment), Rudolph A. Glick, M.A., Marshall R. Wolfe, B.D., and L. Paul Miller, M.A., in 1937; Frederick K. Kirchner, Ph.D., and Wanda M. Hoover in 1938; Mildred M. Meroney, M.A., H. Beverly Cox, M.A., Lucile Y. Marshall, M.M., and Gerd Moser, D. e's L., in 1939; Galen Stinebaugh and Paul W. Keller in 1940; Morley E. Mays,

M.A., and H. Holmes Wilhelm, M.A., in 1941; Wesley W. Jonah and Josephine R. Miller in 1942; Helen M. Ruby, W. Donald Clague, William F. Smith, Margaret P. Dixon, and A. Stauffer Curry, S.T.M., in 1943; Ben W. Fuson, Ph.D., and Frances E. Silliman, M.Sc., in 1944; S. Ruth Howe, M.Sc., and John W. Basta in 1945.

It is not possible to acknowledge the service rendered during these years by many short-term and part-time instructors and that of other officers who made significant contributions to the life of the College in this long stretch of fifteen years.

World War II

President Bowman's administration might appropriately be described as being compressed between two wars. He was elected to the presidency in 1918, following Armistice Day of World War I, and concluded his term of office shortly after the close of World War II. The First World War left the College under considerable debt which required several years for liquidation. World War II broke upon the nations in 1939 and college officials generally were aware that terrible consequences might again befall the colleges of America.

The attack was made on Pearl Harbor on December 7, 1941, and the United States was immediately thrust into a war which continued for four long years with incalculable cost in life and in property. Colleges were depleted of both faculty and students, and the normal function of higher education was seriously interrupted throughout the entire country.

Bridgewater College could not escape the tragic impact of mobilization. The president's report to the Board of Trustees under date of June 30, 1943, indicated that Pro-

fessors Keller, Stinebaugh, Kirchner, and Jopson had been called for war service; that Professors Long, Glick, Jonah, Meroney, Gillispie, Wilhelm, Miller, and Wolfe had been released under pressure of the war crisis, that the administrative work of the College had been reorganized by consolidating the office of dean and that of registrar; and that drastic curtailment of expense was being made. The report also stated that the session of 1942-43 had opened with an enrollment of two hundred forty-eight students and closed with an attendance of one hundred seventy-five. More than fifty men students were drafted within a period of a few weeks. The income of the College was reduced by disastrous proportions, and every indication pointed to a long war.

The Federal Government sought to stabilize the colleges by offering them training units to offset the terrible losses of men and income. Colleges were, in fact, under pressure from the government to make their plants available for the war emergency. Bridgewater had a choice to make.

The Church of the Brethren was a recognized pacifist body, and the College by religious ties was committed to the pacifist position. The student body, however, was only fifty per cent Brethren and the faculty included a considerable non-Brethren percentage. There were inevitable tensions among both faculty and students, and the war hysteria, which swept the country, was reflected also in the College community.

The College chose to reject proffered military units and to make its contribution during the war emergency within the framework of the peace position of the Brethren people. President Bowman appointed a special committee from the faculty in 1942 to recommend a course of action for the College. The preamble to the report included the following statement:

Bridgewater College desires to render the largest possible service to our country in the present emergency. We represent a constituency which repudiated the tyranny, despotism, and bloodshed of Europe more than two centuries ago. As a consequence, many Brethren suffered persecution and death, and finally left Germany almost en masse in quest of peace and of freedom in the new world. Through these centuries the principal tenets of our religious faith have been the doctrines of peace, love, and goodwill, the right of the individual to the free exercise of conscience, and the insistence that differences between individuals and nations should be adjusted by discussion and reason rather than by force and coercion. That position is so ingrained in our life that we cannot abandon it, even in a crisis so desperate and confusing as this.

Bridgewater College feels called upon, by virtue of its historic background, to sacrifice and to serve in this crisis even more than others. Therefore, we dedicate every resource of the College and devote its every facility and all the energy and gifts at our disposal to the welfare of our country and our fellowmen. We cheerfully accept the challenge which President Roosevelt presented to the colleges of America in his statement of January 2 when he said:

"It will be futile to win the war unless during its winning we lay the foundations for the kind of peace and readjustment which will guarantee the preservation of those aspects of American life for which the war is fought."[8]

The report recommended that college courses for both men and women be accelerated, that certain courses in science and mathematics be adjusted to better meet the needs of students involved in the draft, that special consideration in courses of history and government be given to the issues and objectives of the war and of the principles of democracy, that courses in sociology emphasize the problems of reconstruction, that courses in physics and chemistry provide training in methods of bomb resistance, demolition, and first aid, and that certain other departments offer training in problems of evacuation, in inoculations against common epidemics, in blood typing for transfusions, in the ad-

[8] Faculty minutes file, session of 1942-43.

ministration of blood banks, in conservation of foods, in nutrition, in problems of rehabilitation, and in many other phases of the national emergency.

The president's report to the Board under date of June 20, 1945, showed that four hundred eighteen Bridgewater men were at that time in the various services of the nation. He listed the known casualties of that date as follows:

Lieut. Roy H. Andes	Class of 1937
Captain Carmon B. Boone	Class of 1939
Lieut. Clarence Andrew Claybrook	Class of 1937
Lieut. Ralph S. Coffman	Class of 1941
PFC Orville Lee Cupp	Class of 1937
Pvt. Gladstone Wisman Donovan	Class of 1939
Pvt. Harry M. Hahn, Jr.	Class of 1943
Captain Luther A. Hausenfluck	Class of 1934
Lieut. E. Orlin Kersh	Class of 1940
Sgt. Carl H. Leap	Class of 1936
Captain Samuel Woodward Marsh	Class of 1935
S/Sgt. Paul H. Miller	Class of 1940
S/Sgt. B. Allen Myers	Class of 1937
Lieut. Garnett O. Nelson	Class of 1941
Pvt. Thomas Pappas	Class of 1940
Cpl. Benjamin W. Prichard	Class of 1943
Pvt. Trenton Atwood Strole	Class of 1939[9]

The College continued during the war years to strive against financial disaster. Every possible economy was inaugurated. The faculty agreed to absorb the annual deficits up to twenty-five per cent of their salaries. Appeals for financial aid were made to the friends and alumni of the College and to the churches of the College region.

[9] *Bridgewater College Bulletin*, October 1945, page 7.

There was such a magnificent response that the faculty was never called upon for more than a ten per cent reduction in salary and that was necessary in only one session. The College weathered the financial crises of World War II with success and was prepared for the following years of peace void at least of accumulated indebtedness. It was an instance of effective teamwork on the part of the faculty, the Trustees, the alumni, and the entire College constituency.

The End of an Era

The years 1919 to 1946 may appropriately be considered an era in the history of Brethren education in the South. The period represents also a significant epoch in the life of Bridgewater College. The period began with educational enterprises located in four Brethren centers in Virginia and Maryland. They were overlapping and often competing institutions. All were struggling institutions, and no one of them enjoyed the promise of stability. The period ended with the total resources of the Brethren in the South mobilized and channeled toward a single institution. In this development the ground had been prepared for a new advance in education. It seemed to be the logical ending of an era and the promising dawn of a new day in education for the Brethren people of the South.

Paul H. Bowman had accepted the presidency of the College in 1919 as acting-president. He occupied this status until February 18, 1921, when he was unanimously elected president of the College for an indefinite term of service. He resigned on February 19, 1932, under the conviction that ten years was the ideal tenure for a college president. The Trustees responded to his resignation as follows:

> Replying to your communication to the President of the Board, J. C. Myers, the Board hereby goes on record as having complete

confidence in your ability to continue to administer the College in a satisfactory manner, and we are unanimous in wishing you to go on with the plans you have developed for the enlargement and perfection of the institution. This statement is based on your record of the last thirteen years.[10]

Twelve years later, on November 17, 1944, President Bowman again offered his resignation to the Board of Trustees. His statement was presented in the following letter:

I am taking this action for no other reason than that I have served more than a quarter of a century in this position, and I prefer to give the remaining years of my active life to pursuits other than college administration. I am now serving the College to the limit of my energy and endurance, and I am quite aware that the years ahead will demand more, not less, of those who occupy positions of leadership in colleges and universities. It seems, therefore, that as we return to years of peace with their expanding opportunities for the College and their urgent demands upon Christian institutions, the logic of the situation suggests the appropriateness of the time for younger minds and newer hands to assume the task of service and guidance which I have held so long.

The College must progress, and will progress, because it is offering to mankind a service which is desperately needed. The work of education must be carried on with increasing vigor and clear vision. Colleges are in constant need of new blood and a renewal of life. I desire to make that an easy and a ready process at Bridgewater College in so far as I am personally concerned.[11]

The Board responded to this communication by appointing a committee composed of C. W. Wampler, Malcolm A. Long, and Warren D. Bowman to confer with the president and advise him that the Board knew of no reason why he should retire at that time. But, upon President Bowman's insistence, it was agreed that his administration would end with the session of 1945-46. Perhaps this account of the long term of service by Paul H. Bowman

[10] Trustee minutes, February 19, 1932, page 75.
[11] The *Newsette*, a Bridgewater College bulletin, August 1945, page 5.

could be concluded appropriately with the final paragraph from his final report to the Board of Trustees under date of June 30, 1946, as his presidency came to a close:

The accomplishments of these twenty-seven years are so small in comparison to our dreams that I can only carry away from them a deep sense of humility and disappointment. My chief satisfaction is that, in spite of mistaken judgments at times, our purposes and intentions were unwavering toward what we believed to be the truth and the right. I have given all that I had to offer unstintingly and to the limit of my strength and ability. My chief reward has been the steady growth of the College in the confidence of the educational world and in the faith and goodwill of the Church of the Brethren and other religious bodies which place values of character and personality above all other treasures.

It is my desire to conclude my work here with a pledge of loyalty to my successor and to the cause of Christian education, which I long ago espoused and from which in spirit, at least, I cannot now turn. I want also to register my hope and my faith that the glory and the future of Bridgewater College lie ahead and not in the past. Finally, out of two and a half decades of service to the cause of education, I declare my conviction that the hope of humanity in the long reaches of the future clusters around those values of heart and mind which are embodied in the small Christian college.[12]

[12] *Bridgewater College Bulletin,* October 1946, page 9.

Part Four

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God be thank'd that the dead have left still
Good undone for the living to do—
Still some aim for the heart and the will
And the soul of man to pursue.
—*Owen Meredith*

* * * * *

Let us go forth and resolutely dare with sweat of brow to toil our little day.—*John Milton*

Chapter XI

DEVELOPMENT OF HIGHER EDUCATION —THE POSTWAR DECADE

World War II ended in August 1945. The young men of America were now returning to their families and to normal peacetime pursuits. The Federal Government was seeking to amend, in so far as that was possible, the loss and frustration which had been imposed upon our youth. Returning soldiers were encouraged with generous assistance from the government to resume their education. The colleges and universities of the country were confronted by throngs of young men demanding educational opportunity and eager for their chance in life. Our colleges were taxed beyond their capacity, and a physical expansion of unusual proportion was being forced upon them.

Bridgewater College had paid the price of war in casualties to her sons, in depletion of the faculty and of students, in struggle and sacrifice, and in arrested development. But now an era of peace was dawning and years of normalcy seemed to lie ahead. Fortunately the College had withstood the financial strain of war and was now without debt. Its welfare was a matter of concern to its constituency, and it enjoyed the confidence of the general public and of the educational world. The time was opportune for new leadership.

A New President Chosen

A new era in the history of Bridgewater College was inaugurated on July 1, 1946. The years from this date,

leading up to the celebration of the Seventy-fifth Anniversary, may be appropriately considered the postwar decade.

The chairman of the Board of Trustees, John C. Myers, had on April 9, 1945, named a committee on presidential vacancy. The personnel of this committee was Charles W. Wampler and Isaac C. Senger, of Harrisonburg; R. Douglas Nininger, of Roanoke; Malcolm A. Long, of Baltimore, Maryland; and John A. Pritchett, of Nashville, Tennessee.

There was widespread interest in the choice of a president. A committee representing the pastors of the Church of the Brethren in the Southeastern area met with the Board on November 6, 1945, to present the concerns of that group of churchmen in relation to the vacancy. Jacob Replogle, pastor of the Cooks Creek Congregation, and Earl M. Bowman, pastor of the Harrisonburg Church, had been named as these representatives. This action was taken by the ministerial group in recognition of the enlarging role being played by the College in the life of the Church, and of the importance of the president being a churchman and a religious leader of stature.

The committee on vacancy made its report at this same meeting of the Board, nominating Jacob I. Baugher, M.A., Ph.D., as the fourth president of the College. He was unanimously elected and the committee was discharged with a vote of appreciation.

Mr. Baugher assumed the office of president on July 1. He was a graduate of Elizabethtown College, Pennsylvania, and held advanced degrees from Columbia University. He had served previously as head of the public school system of Hershey, Pennsylvania, and came to Bridgewater from a professorship in Manchester College, Indiana.

College presidents are chosen for various reasons.

Candidates are few as the qualifications are exacting, especially in the small church school. It is almost imperative that the president be an able speaker, a successful businessman, a good executive, a strong and sacrificial churchman, and a forceful personality who is socially agreeable. He must also be able to bring to the institution a high degree of favorable publicity. In the recent history of American education, however, the college president is less a scholar and educator and more a promoter and organizer. Mr. Baugher, in these respects, was an exception. He happily possessed a liberal degree of all these qualities.

Jacob I. Baugher was, in fact, the first professional educator to occupy the presidency at Bridgewater College. He had received the Master's degree and the doctorate in education at Teachers College of Columbia University. He knew from personal experience the problems of both public education and private colleges. He was ideally fitted for the vacancy. No president, by training, experience, and maturity, had ever assumed office at Bridgewater with greater, or even with equal, promise.

Dean Charles C. Wright paid an appropriate and accurate tribute to President Baugher as he entered upon his duties. "He is an outstanding scholar," said Dean Wright, "and has made a distinguished record as a teacher and administrator. The College is enriched not only by his prestige as a scholar and educator, but by his pleasing personality. . . . He has been an active Christian from his boyhood. Entering the ministry as a young man, he has served the church faithfully in this office and in many other positions from the local congregation to the General Brotherhood Board."[1]

[1] *Bridgewater College Bulletin*, December 1946, page 3.

President Baugher's Administration Begins

The former president, Paul H. Bowman, had been active in the affairs of the College until the very last day of his administration. He had published the catalog for the session of 1946-47, had made faculty appointments in consultation with President-elect Baugher, and had otherwise laid plans for the new session. The transition from the former to the new administration was made with the utmost smoothness and with almost no interruption to the work of the College.

President Baugher assumed the leadership of the College with vigor and promptness. His first major task was the completion of faculty appointments. It had been previously decided that the office of dean should be reactivated and that Charles C. Wright should return to the position as acting dean. Retiring President Bowman had provided for certain faculty vacancies which included the appointments of Raymond D. Andes, M.A., as professor of foreign languages; Nevin W. Fisher, as professor of voice and piano; and Daniel S. Geiser, as professor of physical education and director of athletics. He had also appointed two instructors, Galen L. Stinebaugh, returning to the music staff after a leave of absence, and Marshall Schools, as director of physical education for women.

President Baugher's first appointments to the faculty were Ida E. Shockley, M.A., to a professorship in philosophy and as dean of students, and Clarence E. May, M.A., to a professorship in English. It became necessary also to appoint several instructors and part-time teachers during the session to carry the augmented teaching load.

A second problem confronting the new president was that of the unparalleled increase in attendance due to the ending of the war and the return of young men from military

service. The enrollment increased from a total of three hundred sixteen students in 1945-46 to five hundred one in 1946-47. This increase was almost entirely among men. The attendance of men increased from one hundred forty to three hundred ten, representing nearly a one hundred seventy-five per cent gain as compared with about a sixty per cent gain in the total enrollment of that year. This unprecedented situation created for the College an acute problem from the standpoint of student and faculty residence, as well as the demand for classrooms, laboratories, and library space. Almost every College facility was inadequate to provide for the increased attendance. A temporary building for men, already under construction, was rushed to completion. This building is now known as North Hall. A trailer camp, by gift of the government, was established on the south campus as a relief housing measure; a cottage for women was constructed; and an appeal was made to the townspeople in an effort to provide living quarters for students. Dining and kitchen facilities had to be expanded. Chapel services were transferred from the old chapel in Memorial Hall to the larger Cole Hall auditorium. The Federal Government again came to the rescue and provided temporary equipment from war surpluses in the form of a physics building, an infirmary, and a snack shop.

The College, in spite of all this expansion, operated under tremendous handicap and with inevitable strain on officers and faculty.

TRUSTEE AND FACULTY PERSONNEL

The change in administration was accompanied by important changes in trustee and faculty personnel.

John C. Myers, who had served since 1931 as chairman of the Board, resigned June 2, 1947. He was succeeded by

Charles W. Wampler, Sr., who had been a member of the Board since 1937 and had been very active in the affairs of the College during his long period of service. Mr. Wampler was closely and prominently identified with the business, financial, and agricultural development of Rockingham County and of the Commonwealth of Virginia. He had been a generous patron of the College and had helped inaugurate the courses in agriculture in 1920, at which time he was serving the county as its first county agent. As an agriculturist, he had long been interested in the development of the College farm and had made substantial gifts toward financing farm improvements. John S. Flory also resigned as secretary of the Board under this same date and was succeeded by Charles C. Wright, former dean of the College and then professor of economics.

The Board of Trustees suffered heavy losses by death in this general period. Among these were S. W. Baile and Simon Richardson, of Florida; E. A. Leatherman and Henry Speicher, of West Virginia; J. W. Ikenberry and C. P. Harshbarger, of Roanoke and Harrisonburg; and finally Virginia Garber Strickler, who was not only a member of the Board but also a generous benefactor.

Other vacancies occurred by expiration, and new members appeared in the Board's membership. It is not possible or necessary to recognize all of these changes here as they are recorded in the appendix to this volume.

An important change in faculty organization occurred July 1, 1947, when Acting Dean Charles C. Wright was succeeded by John W. Boitnott. Mr. Boitnott was an alumnus of the College and had been granted the Doctor of Philosophy degree in education at the University of Virginia in 1936. He had formerly served on the faculty at Bridgewater and also had had a broad experience in public

education, both as instructor and as high school principal. He had served for seven years as dean of McPherson College, Kansas, and came to Bridgewater from Manchester College, Indiana, where he was professor of education and director of teacher training. Mr. Boitnott was, therefore, like President Baugher, an educator both by training and by experience.

President Baugher added two professors in 1947-48. They were Gustav H. Enns, M.A., Th.M., as professor of German and philosophy, and Sara Elizabeth McBride, M.A., as professor of English. A number of instructors were added to the staff in this same session. Among them were Paul B. Sanger, in music; Rebecca Gene Bowman, in home economics; Marie B. Cranmer, in English, and Nell Kirsh Boitnott, in education.

MOVEMENTS INAUGURATED

The Expansion Movement of the College which had been previously launched was now renewed with increased vigor. President Baugher engaged the services of W. Earl Breon as director of public relations. He entered upon his duties September 1, 1946, and devoted full time to the financial interests of the College. Mr. Breon had served as pastor in the Pacific Region and had been connected with both McPherson and Manchester colleges in promoting their financial and public relations programs.

Rufus B. King, a former graduate of the College and also a graduate of Virginia Polytechnic Institute, was appointed executive secretary of the Alumni Association. He began his services May 1, 1947, to inaugurate an important service to the College in connection with the expansion and development programs.

Messrs. Breon and King, in association with Mr. May of the department of English, proceeded to develop a strong

public relations department and to correlate the Expansion Movement with alumni and other field activities.

A study of faculty retirement systems was inaugurated in the fall of 1946 which resulted in affiliation with the Carnegie Teachers Insurance and Annuity Association of New York to provide for the systematic retirement of members of the faculty. The Board of Trustees approved the contract March 31, 1947, and the system became operative October 1 of the same year.

A new survey of the campus was also inaugurated by President Baugher during the spring of 1947. Edmund S. Campbell, professor of landscaping and architecture at the University of Virginia, was engaged for this service. The plan for campus development which had been formerly approved by the Board of Trustees and described in an earlier history of the College was radically revised. The current expansion of the College plant proceeds according to this revised layout.

The Tragedy of Broken Health

President Baugher was to have submitted his first report to the Board of Trustees at their meeting scheduled for December 9, 1946. That report rests in the files of the College as an unfinished document and bears witness to a great tragedy in the history of the College. It carries the date of November 13, 1946. It was on that day that Mr. Baugher was stricken with a severe heart attack from which he never fully recovered. He reviewed in his statement the progress of the College in the early months of his administration, presenting a progressive and hopeful outlook. The closing paragraph of this unfinished statement is devoted to the role of Bridgewater College in that day of stress and challenge.

This is an important period in the life of the College. For twenty-five years Brethren colleges have begged for students. Today we have them. Our enrollment should be established on a permanent basis around 500. This size unit makes for educational and economic efficiency.

Our government says to the young men of today, "Go to college. Take whatever courses you think will help you. If any one knows a better way than war to establish peace in the world, let him teach it now. We will pay the bill." Our Christian colleges must take advantage of this opportunity. The time may be short. Let us equip ourselves and set to the task of doing a good job.[2]

The nature of Mr. Baugher's illness was indicative of a lingering condition and demanded a long and complete rest. The Board considered it advisable to relieve him of as much responsibility as possible and decided to appoint a faculty committee to direct the affairs of the College in the absence of the president; they named Charles C. Wright, Cecil C. Ikenberry, and Mattie V. Glick.

There was inevitable interruption to the progress of the College as the president was compelled so suddenly to lay aside his duties. Great credit is due, however, to the emergency committee, to the faculty, and to Messrs. Breon and King for the magnificent manner in which the affairs of the College were administered in this crisis. Mrs. J. I. Baugher also played an important role at this critical time in her devotion to the interests of the College and to the welfare of her husband.

President Baugher made remarkable progress in his recovery and was available for conference and consultation during the second semester. He attended commencement in June of 1947 and conferred the degrees on the graduates of that year. He was sufficiently improved to assume full responsibility for his office during the summer.

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[2] Trustee minutes and files, December 9, 1946, page 125.

The summer months are usually months of relaxation for teachers and students but not for college executives. They are months of stress and strain as the affairs of the preceding session are being closed and plans for the approaching session are being developed and put into operation. Renovations, improvements, repairs, publications, recruitment of faculty and students, correspondence, budgets, finances, conferences, interviews, and meetings of every character demand time and energy beyond description.

The opening of a new college year is perhaps the supreme test of the energy, endurance, and patience of presidents, deans, treasurers, and others who carry administrative responsibility in educational institutions. Every student and many patrons must be met personally, and every detail of college life organized and adjusted in a period of two or three days. This involves registration, room assignments, settlements, boarding arrangements, maladjustments, petty grievances, and other items too numerous to mention. The college president delegates most of these responsibilities, but in the end he is responsible, and no system has yet been devised to relieve him of the stress and strain of such occasions.

President Baugher had not sufficiently recovered from his illness to withstand the demands which the College imposed upon him at that critical time. He was, therefore, again stricken in early October with a more severe break in health. His family and the College community were almost in despair for a time, but he again made unusual improvement and steadily gained in strength. He was compelled, however, upon the advice of his physician and to the deep regret of Trustees, faculty, students, and hosts of friends of the College, to submit his resignation as president. The chairman of the Board of Trustees, Charles W. Wampler,

Sr., met with the students and faculty January 19, 1948, and read President Baugher's resignation.

The Trustees had, at the suggestion of Mr. Baugher, again named an emergency committee to administer the affairs of the College. Dean Boitnott replaced Charles C. Wright on the former committee and he, Mattie V. Glick, and Cecil C. Ikenberry were jointly responsible to the Board of Trustees for the remainder of the session of 1947-48. Dean Boitnott conferred the degrees on the graduates of June 1948.

President and Mrs. Baugher located during the spring at York, Pennsylvania, near their native homes. He lingered for many months in a continued illness from which he never recovered.

An appropriate appraisal of his administration appeared in the *Newsette,* a College publication, following his resignation. It is an appropriate conclusion to this period in the history of the College.

> President Baugher's term of service will be recorded as one of the significant periods in the development of the College. For two successive years the College has had peak enrollments far beyond the dreams of those close to her a few years back. . . . It is a tribute to President Baugher that he encouraged and accommodated these peaks in order to meet the call of youth for an education. . . . Perhaps more significant has been the spirit which has characterized his administration. It has been one of cooperative fellowship throughout the College community, including faculty and student body. Even during his illness, the shadow of his leadership forestalled crises and inspired concern for the highest interests of the College. His knowledge of education, his interest for the church, his appreciation of the power of education in liberating the mind, his comradeship with fellow faculty members, his approachableness and understanding manner with students, his vision for a greater Bridgewater and his progressive spirit have left their mark on the Bridgewater campus.[3]

[3] *Newsette,* a College bulletin, February 1948, pages 1 and 2.

The New Quest for Leadership

The Board of Trustees was confronted for a second time within two years by the task of discovering a new president. They had had that experience prior to this only twice in more than a half century. A new committee was named by Chairman Charles W. Wampler in March 1948 to nominate a candidate for the presidency. Malcolm A. Long, of Baltimore, served as chairman of the committee. Other members were I. C. Senger, Elmer A. Jordan, R. Douglas Nininger, Katherine Flory Blough, and F. D. Dove, representing the faculty, and Rufus B. King, representing the Alumni Association. The committee had no nomination for the March 15 meeting of the Board. They reported at the June meeting that much work had been done but that they had no name to submit for the position.

The situation continued into the summer with no prospective candidate. It became clear to members of the faculty that the College was seriously handicapped by continuing uncertainty. This anxiety was conveyed to the Trustees with the suggestion that an acting president be named. Acting upon this suggestion the Board proceeded to make a temporary appointment. The assignment fell almost inevitably to Charles C. Wright, the former dean, who was entirely familiar with the operations of the College and eminently capable of directing its affairs. He assumed office July 1, 1948.

The Session of 1948-49

The session of 1948-49 represented a crucial period in the life of the College. The phenomenal increase in attendance during the two preceding years had created a situation which could no longer be met by temporary measures. It was imperative, therefore, that plans of a more

permanent character be developed in order not to hamper the growth of the College.

The Expansion Movement had made good progress under the direction of Messrs. Breon and King during the preceding two years. Mr. Breon, however, had resigned his position to accept an appointment with the World Sunday School Association, of New York, as their financial representative. Mr. King was then made responsible for the promotion of the financial movement and A. R. Showalter, at that time pastor of the Cooks Creek Congregation, was called to the staff as assistant director.

There had been an encouraging response by the churches of the area to the appeal for funds to construct a women's dormitory. Mr. King reported on November 30, 1948, that a total of $120,539 had been contributed as of that date.

The Board of Trustees over a period of several months outlined and authorized the greatest building program in the history of the College. The plans included the installation of new boilers with stokers at the heating plant; the renovation of Founders, Memorial, and Yount halls; a major grading and landscaping program on the campus; the construction of drives and walks; and the replacement of much antiquated equipment throughout the College plant.

The dormitory for women which had been previously authorized by the Board was completed during the session and dedicated May 7, 1949, with appropriate ceremonies. This was the first major construction of the College under the inflation of the postwar period. The treasurer reported a total cost of about $280,000 including furniture and equipment. The building was dedicated as "Blue Ridge Hall" in recognition of the founders and promoters of Blue Ridge College.

The Trustees authorized on November 8, 1948, the construction of a home for the president. On the same date steps were taken to complete the plans and specifications for a new science building. Construction on the president's home was started March 7, 1949, and it was agreed that work on the science building would begin when the sum of $200,000 was in hand for that purpose.

Additions to the faculty during the session included Philip E. Graef, M.A., professor of chemistry; Howard A. Barnett, M.A., professor of English; Charles J. Keene, Jr., M.A., professor of sociology; C. Joe Adkins, Jr., M.A., professor of psychology; and Virginia R. Andes, instructor in Spanish.

The Leland C. and Nina K. Moomaw Gift

The officers of the Board devoted considerable time during this period to the administration of a generous gift from Mr. and Mrs. Leland C. Moomaw, of Roanoke. This benefaction had been announced at the commencement of 1946 by President Paul H. Bowman. It was a unique gift. Mr. and Mrs. Moomaw owned valuable real estate in the Williamson Road area north of the city of Roanoke. They had equipped this farm with modern greenhouses and had carried on a successful vegetable and flower business for many years. Being of generous spirit, they customarily gave most of their income to charitable enterprises. They had long before agreed to seek no increase in their financial assets except for the reward which rebounds in spirit to those who are faithful in the stewardship of property.

This valuable farm was deeded to the College with the understanding that the development would be known as Eden Park. It was also understood that one half of the property could be sold immediately. The other half was to

be held in trust under the management of Mr. and Mrs. Moomaw for the good of the College and such other causes as they during their lifetime might desire to encourage. This property was valued at about $90,000 and proceeds from the sale of home sites were made available for the new women's dormitory, then proposed, and now known as Blue Ridge Hall. The Trustees, therefore, with the aid of Mr. Moomaw, were involved during this period in major real-estate operations.

Leland Moomaw was treading in the footsteps of his ancestors as he gave so generously of his substance to the cause of Christian education. His grandfather, Benjamin F. Moomaw; his father, Price Moomaw; and his uncles, Benjamin C., John C., and Daniel C., before him had been patrons and benefactors of education with special reference to the Spring Creek, Botetourt, and Mountain Normal schools, and finally to Bridgewater and Daleville colleges. Mr. and Mrs. Moomaw had also made a strategic gift to the Semi-centennial campaign of 1930 when at the organization dinner at the Stonewall Jackson Hotel, Staunton, Virginia, they announced an initial gift of $4,000 to inaugurate that movement. Mrs. Moomaw subsequently made a substantial gift toward the construction of the proposed home economics building on the campus, which is still a future project. The dining room, parlors, and auditoriums of the College are frequently beautified by daffodils, carnations, roses, and other flowers from the Moomaw gardens, which are the main responsibility of Mrs. Moomaw herself.

INTERCOLLEGIATE FOOTBALL RECONSIDERED

Football as an intercollegiate sport has had a stormy history at Bridgewater College. The game was first introduced in 1899 and carried on with marked success for several

years. The team of 1903-04 was defeated only once in a heavy schedule of games. Strong sentiment, however, developed against the roughness and the abuses of the sport in 1904, and under pressure from patrons of the school the game was abolished. It was reinstated in 1927 and, as we have seen, was again abolished in 1937.

The re-introduction of football was again under consideration in 1948. In former years the pressure for including the sport in the athletic program came mainly from students. There was strong resistance then from the Trustees and from Church leaders. In 1948, however, there was apparently sentiment within the Board favorable toward reviving football as a college sport. On March 15 of that year the Trustees appointed a committee from their body to "discuss the football problem with the Athletic Council." Trustees H. Gus Muntzing and John A. Pritchett served on this committee.

The committee found sentiment within the faculty and among the students favorable toward football as a college sport. They, therefore, recommended that the Trustees "adopt the policy of a limited schedule of intercollegiate football for the session of 1949-50."[4] On November 8, 1948, the Board adopted the recommendation with a minority of the members voting against the proposition. The problem was under discussion again in 1949, but the decision of 1948 was re-affirmed and football was again granted official standing among the college sports at Bridgewater.

THE CHOICE OF A PRESIDENT

The committee appointed to nominate a candidate for the presidency of the College conducted an intensive study

[4] Trustee minutes, 1948, page 133.

for many weeks during the session. They called to their aid other members of the Board and of the faculty, particularly Acting President Charles C. Wright, Dean John W. Boitnott, and the former chairman of the Board, John C. Myers. Many candidates were interviewed, and finally Chairman Charles W. Wampler submitted in behalf of the nominating and executive committees the name of Warren D. Bowman, of Washington, D. C., as the fifth president of the College. He was unanimously elected president of Bridgewater College on February 21, 1949.

Mr. Bowman was at that time pastor of the First Church of the Brethren, of Washington. He was an alumnus of the College and held Master of Arts and Doctor of Philosophy degrees in education from the University of Chicago. He had served in professorships in Farmville State Teachers College (Longwood College) and Juniata College. He had also given several years of leadership to the Church as moderator of the Annual Conference and as a member of the General Brotherhood Board.

President Bowman was widely known in educational circles in the Church of the Brethren and in interdenominational activities. The choice of the Board was warmly received by the faculty, students, and alumni, and a period of uncertainty and anxiety in the life of the College was happily ended.

Chapter XII

DEVELOPMENT OF HIGHER EDUCATION—THE POSTWAR DECADE

As the fifth president of Bridgewater College, Warren D. Bowman assumed the duties of office July 1, 1949. He was officially inducted into that office on March 25, 1950, with appropriate ceremonies attended by almost one hundred representatives from the colleges, universities, and educational organizations of Virginia and of other sections of the country. The address for the occasion was delivered by A. J. Brumbaugh, vice-president of the American Council on Education. The inauguration was followed by an inaugural luncheon and a presidential reception in the College parlors.

This was the first ceremony of its kind ever observed on the campus of Bridgewater College. No former president had ever been called upon to deliver an inaugural address or to state publicly the policies and objectives to which he was committed. President Bowman endeavored in his address to define the role of the small, church-related, liberal arts college. "We make no apology," he said, "for our size. The real measure of a college is not in the number of students enrolled, nor in its winning athletic teams, nor in its buildings and endowment, but rather in the way it fulfills the true objectives of a college." Speaking of the obligation of the College to its students, he continued: "It behooves all colleges to instill in students the democratic philosophy of life, a social awareness to the conditions and

needs about them, and to send them forth with the ability and the desire to be effective and creative citizens, and to participate intelligently in the affairs of government at the local, national, and international levels."

The new president was thoroughly familiar with the history of the College and concluded his address by declaring that he was taking his stand "on the firm foundation of the past seventy years of history." He then pledged himself to the following purposes:

To be true to the heritage of the College and to improve and transmit it to the future.

To endeavor to promote superior learning situations, not only by maintaining an able staff of teachers, but by helping faculty members to grow and to achieve their best in the classroom and on the campus.

To strive to be sensitive to the needs of students, to keep abreast of their thinking, to be a friend to them, and to grow with them.

To create a more effective guidance program which will enable each student to discover and to utilize his abilities, to overcome his weaknesses, and to develop into a well-rounded personality.

To foster and to maintain an atmosphere in the classroom and on the campus which will facilitate the growth of Christian character.

To work toward the realization of our development program designed to meet our needs in buildings, physical equipment, teaching staff, endowment, and scholarships.

To work for the improvement of higher education in general. Bridgewater will accept her part of this obligation to experiment with new plans and methods for the advancement of learning and to share the results with other institutions.

POLICIES AND MOVEMENTS

Even prior to his formal inauguration, President Bowman had moved toward the implementation of the policies and the program which were proposed in his inaugural address. The problem of finance is an everlasting issue with colleges and universities as the demands made upon them are always in excess of their resources. As all

of his predecessors had done, President Bowman addressed himself promptly to this urgent problem.

His first report to the Board of Trustees indicated that more than $47,000 had been contributed to the College during his first year in office to bring the total amount contributed at that time to the Expansion Movement to slightly more than $200,000. It was decided, March 6, 1950, to conclude the Expansion Movement and to inaugurate a new movement to be known as the Ten Year Development Program. It was designed to cover the decade from 1950 to 1960 with the Seventy-fifth Anniversary celebration falling at the middle point of the period. The objective of the program was first fixed at $1,100,000; it was revised in 1953 to $1,400,000. Rufus B. King was appointed director of the movement, and A. Ray Showalter was named as his assistant.

The Development Program was placed under the general direction of a steering committee which consisted of President Bowman, Dean John W. Boitnott, Harry G. M. Jopson, Rufus B. King, A. Ray Showalter, and Cecil C. Ikenberry. A policy committee was appointed by adding Trustees Charles W. Wampler, H. S. Zigler, John T. Glick, Frank S. Driver, Harry A. Driver, and I. C. Senger to the membership of the steering committee. A larger group of about fifty prominent alumni and citizens was formed as the board of sponsors of the program. The movement was endorsed by the faculty, the Board of Trustees, the Alumni Association, and the fourteen state districts of the Southeastern Region which own and control the College.

The Development Program was officially launched November 13, 1950, at a sponsors' luncheon in the Rebecca Hall dining room. Speakers for the occasion were Chairman of the Board Charles W. Wampler, President Warren D. Bowman, and Director of the Movement Rufus B. King.

President Bowman presented the objectives of the program as including a science building, a health and physical education building, a home economics building, a dormitory for men, a library building, a cafeteria wing to Rebecca Hall, an alumni lodge, and additional funds to the endowment and scholarship funds of the College.

Mr. King stated in a few succinct sentences the principles upon which the movement was projected. "Bridgewater College," he said, "is the result of moderate gifts from thousands of supporters. We must proceed," he added, "on this basis in the Development Program to assure its success, but leave no stone unturned to encourage larger gifts from new sources."

The Development Program is the current financial movement of the College. It had on June 30, 1955, received gifts and pledges to the amount of $592,000, which represents forty-two per cent of the total goal of the movement. The science building was completed in 1953 and the health and physical education building was approved as the project of 1955. The progress of the Development Program at the halfway point was reassuring to the College and its officials.

A second movement was inaugurated, November 13, 1950, which again involved a revision of the charter. A resolution passed by the Board of Trustees on that date recognized that the corporation no longer operated an institution known as Daleville Academy, that the assets of the former Daleville College were now administered as funds in support of higher education at Bridgewater, and that it was desirable to shorten the name of the corporation by eliminating the name *Daleville* from the corporate title. The College's attorney, Lawrence H. Hoover, was, therefore, instructed to prepare the necessary resolution revising the charter of the corporation. It was found that a complete

revision of the charter was desirable. This was authorized and the Board approved the proposed changes March 5, 1951. The corporate name of the College again became Bridgewater College with its management vested in a Board of Trustees of no more than thirty nor fewer than fifteen members. The fourteen districts of the Southeastern Region were each empowered to elect one representative, and the Board itself was authorized to elect the remaining members. It was stipulated that three fourths of the membership of the Board should be affiliated with the Church of the Brethren.

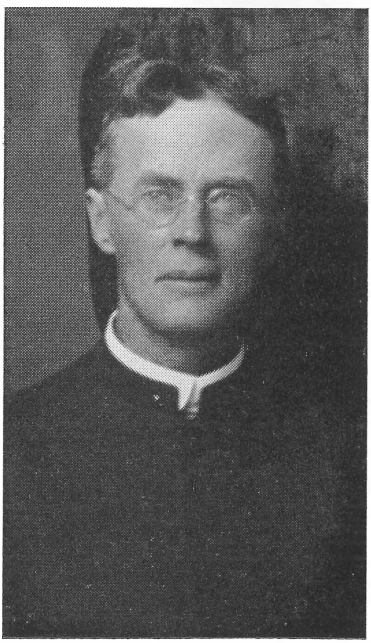
A third development of significance was associated with a disaster which occurred June 3, 1951. It was the second of its kind in the history of the College, though not as disastrous as the first. The Federal Government had given to the College in 1947 from war surplus a temporary frame building which was used as a physics building, housing the laboratories, classrooms, and all the physics equipment. This building was completely destroyed by fire during commencement of 1951. There had arisen from the ashes of the first College building in 1889 two buildings, the original Wardo Hall and Stanley (Memorial) Hall. In like manner from the ruins of the physics building of 1951 there arose the magnificent science building of 1953.

The Board of Trustees had previously appointed a committee to prepare plans for a science building. It was composed of Warren D. Bowman, chairman, Cecil C. Ikenberry, Harry G. M. Jopson, C. E. Shull, John W. Boitnott, E. A. Jordan, I. C. Senger, C. W. Wampler, and Frank S. Driver. The committee was instructed to proceed at once with plans for the construction of a new science building as a replacement of the physics building and also for the accommodation of all the sciences offered by the College.

Jacob I. Baugher

Warren D. Bowman

Fred D. Dove



J. Carson Miller

East Campus, Bridgewater College

Construction was started in the spring of 1952. The building was completed one year later and dedicated June 1, 1953. The address of dedication was delivered by Walter S. Flory, Ph.D., of the class of 1928. Thus the first project of the Ten Year Development Program was completed. This was a modern three-story building containing thirteen classrooms, twelve offices, seven general laboratories, two research laboratories, and numerous stock and storage rooms. President Bowman stated in his annual report of 1953 that the cost was $404,544, including the equipment.

Another development during this period had great significance for the College. A combination of movements provided the faculty and other employees with a service which had long been desired. The retirement plan, inaugurated by President J. I. Baugher, had been finally established through the Teachers Insurance and Annuity Association of New York. There was now provided an additional service to the College by the extension of the Social Security system of the Federal Government to include the faculties of private and church-related colleges. The Annual Conference of the Church of the Brethren had also approved a movement to provide hospitalization and surgical benefits through a plan of group insurance for pastors and other Church employees. College faculties were adjudged as Church employees, and considered eligible for this protection. The Trustees promptly agreed to share in the cost of these benefits; and thus a service, which had been previously considered prohibitive in cost, was extended to all employees of the College.

A fifth movement of great importance during this period was concerned with teacher salaries and faculty housing. Bridgewater College has been favored during these seventy-five years with dedicated teachers possessed

with the sacrificial spirit. As a matter of general policy, a steady effort had been made throughout the life of the College to retain teachers of proved efficiency who were devoted to the ideals of the institution. This matter rested heavily on the heart of President Bowman.

We have already observed that faculty salaries had more than doubled during the years from 1920 to 1940. No general advance, however, had been possible in the years which followed. It was now an imperative matter, which the president understood quite clearly. A study of this problem was inaugurated in 1953 which led to trustee action in 1954 in a restatement of policy in regard to faculty rank, tenure, and retirement. The plan adopted provided for a specific salary scale and for annual increases on a regular and equitable basis. The new scale is to become effective July 1, 1957.

Supplementary to improvement in salaries, a movement was inaugurated to assist the professors of the College in the ownership of their own homes. A tract of several acres of land was set aside on the east side of the College farm as a residential division to be known as College Woods Drive. This provided a beautiful setting for nine faculty residences, six of which were completed in 1955. The College also developed a long-term co-operative plan for financing this development. As a result of this movement the younger professors of the College are coming into the ownership of comfortable homes of dignity and beauty.

Church and College

The Bridgewater Congregation of the Church of the Brethren, as it moved its church plant to the campus in 1915, had assumed greater responsibility for the religious life of students in the College. There was never any tendency to abandon this policy. The Church responded again in

1953 to the challenge of youth on the College campus. A new modern sanctuary was added to the old church building to provide one of the most beautiful and impressive centers of worship to be found anywhere among the Brethren. This addition to the College community was provided at a cost of more than $160,000 and was inspired in a large measure by a sense of obligation on the part of the congregation to the youth of the College.

There is among men no device capable of measuring the influence of the Bridgewater Church, not only in the life of the students of the College, but also in the total religious life of the Brethren people of the Southeast. The Church and the College at Bridgewater have always been closely allied in program and in leadership. The ideals, the message, the procedures, and the practices of the congregation have been reflected in almost every one of the two hundred fifty congregations which constitute the official constituency of the College. During the period of the free ministry the professors of the College did much of the preaching in the Bridgewater Church. There has never been a time in the seventy-five years of history when College leaders failed to make their full contribution to the life of the Church as officers, as teachers in the Sunday school, as musicians, and as liberal supporters of Church finances.

The Bridgewater Congregation was among the first of the rural churches of Virginia to abandon what was known as the free ministry and to adopt the policy of a full-time supported pastorate. This change of policy was inaugurated on September 1, 1919, when Arthur B. Miller became the first pastor of the congregation. He served until September 1923.

The Church lapsed for a time into a part-time pastorate when Paul H. Bowman, president of the College, for a

period of one year was responsible for the pulpit program and emergency pastoral service. He was assisted by ministers of the faculty and of the congregation.

In the fall of 1925 M. Guy West, then a senior in the College, became a part-time student pastor; he served as such until after his graduation in June 1926. He was then engaged as pastor of the congregation and served until the spring of 1928. O. S. Miller, a minister of the congregation, served as pastor during the following summer and was succeeded on September 1, 1928, by Minor M. Myers, who served for one year.

Four fruitful pastorates followed in succession, except for the interim from September 1934 to September 1935 when the program was carried by the local ministers and Chester I. Harley, a student at the College, who served as summer pastor in 1935. These pastorates were those of Grover L. Wine, who entered upon the pastorate in the fall of 1929 and served until the spring of 1934; C. G. Hesse, who assumed the pastoral duties in the fall of 1935 and served eleven years to August 1946. There then followed a one-year period of temporary program carried by the local ministers. Edward K. Ziegler became pastor in the summer of 1947 and served until the summer of 1951. He was followed in September of that year by I. James Eshleman, who is currently serving in this important position.

Educational Developments

The College was fortunate in its educational leadership in the postwar decade. Reference has been made to the training of President J. I. Baugher, Dean John W. Boitnott, and President Warren D. Bowman in the field of education. They may appropriately be considered professional educators. The leadership of Dean Boitnott in the educational

development of this period is particularly noteworthy. In 1944 the faculty had created a Council on Education, of which President Paul H. Bowman served as the first chairman to establish its pattern of operation. Other members of the council at that time were Charles C. Wright, Morley J. Mays, Nelson T. Huffman, Charles E. Shull, F. D. Dove, and Everett R. Shober. This council came to be an important arm of the faculty and served to keep the College abreast of developments in education. Dean Boitnott assumed the chairmanship as he joined the faculty in 1947 and has served continuously in its leadership.

The dean's reports to the Board of Trustees reflect in general the educational developments of this period in the life of the College. One of the early problems considered was that of curriculum revision. Changes were made consisting of the elimination of courses and the introduction of new courses of study. The fields of concentration were redefined, the divisions of the curriculum were reduced from six to three in 1949 with seven or more departments in each division, and other similar modifications of curricula were made.

A study of curriculum trends over a period of fifty years was undertaken by Dean Boitnott in 1952. It showed a shift in emphasis from ancient to modern languages and from the historic humanities to the natural sciences, and a significant expansion in business and economic studies, in health and physical education, and in philosophy, psychology, and sociology.

On the basis of this study, Dean Boitnott suggested in his report dated March 3, 1953, a series of objectives in which he said: "We hold culture, personality, and character as objectives for every curriculum. In addition, however, every program points toward a worthy vocational or professional

objective." He then related this principle in a wide application to the curricula of agriculture, business, dentistry, engineering, law, medicine, nursing, pharmacy, education, and the Christian ministry.

The dean of the College was insistent in all of his reports upon a student body of from five hundred to seven hundred fifty students as the ultimate goal of attendance, and upon a plant and a faculty adequate to offer maximum efficiency to such a student group. His reports reveal an alertness to the growing demands upon the College in the areas of cultural, educational, and religious values.

Faculty and Trustee Personnel

Charles W. Wampler, chairman of the Board of Trustees since 1947, was succeeded in that office by I. C. Senger in the reorganization of the Board, on June 1, 1953. R. D. Nininger was elected second vice-president. Mr. Senger, a graduate of the College, class of 1908, had served on the Board of Trustees continuously since 1929.

There was in this period a decided trend toward the choice of women and of pastors to the membership of the Board. Virginia Garber Strickler was the first woman ever elected as Trustee. She was chosen a representative-at-large in 1936 and continued to serve until her death in 1953. Katherine Flory Blough was elected in 1947; Olive M. Hooker in 1948; and Fern R. Hoover in 1953.

Early in the history of the College the Board was composed mainly of ministers. Later there developed a trend toward the choice of business and professional men, farmers, bankers, physicians, and educators. But in this decade, there was a liberal choice of full-time pastors who served mainly as representatives of the church districts. Warren D. Bowman, then pastor of the First Church of

Washington, D. C., came on the Board in 1943. After that time, there was a procession of young and able pastors chosen to serve as trustees. Among them were T. Simon Richardson, of Florida; Paul M. Robinson, of Maryland and later of Chicago; Samuel A. Harley, S. Earl Mitchell, and Jacob F. Replogle, serving also, at the time of their election, as pastors of Maryland churches. Other elections to the Board in this period included such well-known men as W. T. Sanger, president of the Medical College of Virginia; H. Gus Muntzing and H. O. Poling, of West Virginia; Mark Bower, of Florida; J. M. Bennett, Frederick Dove, and Ross Speicher, of Maryland; Robert A. Reed, of North Carolina; and S. D. Glick, W. E. Wine, Price E. Bowman, D. Wilmer Garber, and A. D. Miller of Virginia.

The growth in enrollment demanded a large increase in teaching staff. Among those who joined the faculty with professional rank were Victor E. Glick, Gilford Frazee, Robert E. Ross, Lowell V. Heisey, William G. Willoughby, Paul R. Yoder, William E. Pryor, Ruth E. Tandy, M. Louise Truxal, William H. Anderson, Willard B. Frick, Clifford T. Marshall, Carl J. Shultz, Robert H. Newcomb, De Forest L. Strunk, Elizabeth G. Geiser, Paul H. Gunston, Robert L. Hueston, James E. Irvine, David L. Kesler, George W. Kent, Elizabeth A. League, Morris L. Stevens, Robert E. Cole, Katherine M. Currie and Warren F. Groff.

The death of Allan B. Bicknell occurred in the early months of President Bowman's administration. It was an occasion of grief for many generations of Bridgewater students. Mr. Bicknell joined the faculty at Bridgewater, September 1, 1906, and served for forty years as professor of foreign languages. Ill-health demanded his retirement during the session of 1946-47 and his death followed two years later, on October 6, 1949.

Pritchett Museum Established

A gift of unique significance came to the College in the spring of 1954. It was in the form of a large collection of books, Bibles, and articles of antiquity, presented by Reuel B. Pritchett, of Tennessee. Mr. Pritchett had shown unusual interest in materials of historical value and significance during his career as a student at Daleville College. An interest which began as a hobby in youth had matured into a passion for history and ancient civilizations which demanded many years of labor and considerable investment of money. The collection included five thousand five hundred sixty-three articles in which there were one hundred seventy-five rare books of great value. Among them were seven of the famous Sower Bibles and a Venice Bible published in 1482. The collection also included Indian artifacts, antique furniture, tools, glassware, pottery, old linen, firearms, and many other articles representing various stages of civilization.

The collection is housed in a large museum room on the ground floor of the science building with each item properly labeled and appropriately described. The collection, known as the Reuel B. Pritchett Museum, is open to the students of the College, to research scholars, and to the general public. Mr. Pritchett had become an authority of wide reputation in this area of education, and his gift to the College provided facilities which are rarely found outside great libraries and famous museums. The gift was received by the College in a dinner of testimony and appreciation in the Rebecca Hall dining room, May 28, 1954.

The Virginia Foundation

A movement of vast significance for the colleges of Virginia was organized during the session of 1951-52. It was

related to the nonstate institutions and was known as the Virginia Foundation for Independent Colleges. The movement in reality is a national movement and was inaugurated by some of America's leading industrialists with Frank Abrams, board chairman of the Standard Oil Company of New Jersey, being its leading spirit.

This movement arose in recognition of the importance of higher education to the industrial progress of America. Mr. Abrams, in addressing the Association of American Colleges as early as 1945, insisted that our industrial welfare required that independent colleges be strong and free. He appealed to his industrial associates that their corporations consider giving financial help to private colleges. Irving Olds, of United States Steel, and Alfred Sloan, of General Motors, were converted to the idea. These three leaders have succeeded in making American corporations aware of this duty to help safeguard free enterprise in America by seeking to stabilize our independent colleges, which help create and preserve the atmosphere in which freedom thrives.

This movement, organized in many states throughout the country, has given impetus to one of the greatest advances in college finance in our generation. The Virginia Foundation is composed of twelve of our private colleges, of which Bridgewater is one. President Bowman served as vice-president of the Foundation during the first year of its operation. These colleges jointly and co-operatively present to the business and industrial corporations of the state the message of our private colleges. The response of Virginia corporations has been gratifying. Such gifts are divided among the colleges, sixty per cent by equal distribution and forty per cent based on the college enrollment. Bridgewater as a member of the Foundation received appropriations of about $3,000 in 1954 and $6,500 in 1955.

The magnitude of this movement is impressive. The colleges of America received $100,000,000 from this source in 1954. Mr. Abram's Standard Oil Company announced that it proposed giving to higher education the sum of $558,000 in 1955. The General Electric Company as reported in the public press was committed to a gift of nearly $1,000,000 in this same year. Other American industries were reported considering gifts of similar amounts.

The Superior Court of New Jersey, in a contested corporate gift to Princeton University in 1953, ruled that a corporation had a legal right to appropriate gifts from its earnings for philanthropic purposes. Judge Alfred A. Stein of the Court said: "I am strongly persuaded that the . . . survival of the privately supported American college lies in the willingness of corporate wealth to furnish it support. Such giving may well be regarded as a major . . . corporate power. In the Court's view of the case it amounts to a solemn duty."[1]

Alumni Loyalty and Support

The alumni of Bridgewater and all the colleges included in this study have played a conspicuous role in the life of these institutions. The Bridgewater Alumni Association was first organized in 1899 under the leadership of John W. Wayland, the first president of the Association. Cora A. Driver, of the class of 1896, later Mrs. C. C. Lauderback, was the first secretary, and John S. Flory served as treasurer.

The Association adopted a constitution and by-laws at the time of its organization and was subsequently incorporated. The constitution was revised in 1931 in order to admit to membership graduates of Daleville and Blue Ridge colleges; it was again revised in 1950.

[1] *Newsweek*, issue of June 20, 1955, page 53.

The general officers of the Association have changed frequently under the provisions of the by-laws. The offices of recording secretary and executive secretary, however, have been considered permanent, to the good fortune of the College. Mattie V. Glick was elected recording secretary of the Association in 1927 and has continued in that position until the present time. The Trustees suggested in 1938 the joint employment of a field secretary, which finally developed into an executive secretary of the Association. Morley J. Mays first served in this position. He was succeeded by Rufus B. King in 1946. These two officers succeeded in vitalizing the Alumni Association into an agency of significance and helpfulness which has been of incalculable service to the College.

The Association sponsored the publication of the first history of the College in 1905. It published and financed completely the semi-centennial history in 1930. It compiled a roster of the alumni and inaugurated a filing system under the very active secretaryship of Frank J. Wright in the early 1920's. It sponsored certain memorials on the campus in the form of oil portraits and bronze tablets. The construction of the gymnasium in 1908 was mainly an alumni project. The Association provided and equipped completely the first College infirmary in 1916. It has promoted endowment movements, created scholarship funds, and given support to almost every significant movement on the campus.

Bridgewater alumni brought distinction to the College in 1953 by supporting their pledge of loyalty with their dollars. Among the three hundred colleges making up the membership of the American Alumni Council, Bridgewater ranked fourth in the average gift from her alumni to the current operating budget. The average amount given was $69.50 as compared with $72.95 for the highest ranking

college of the total group. This excellent record was also a tribute to the effective leadership of Rufus B. King, executive secretary of the Alumni Association.

The Daleville College Alumni Association was organized May 28, 1903, under the name of the Botetourt Normal College. The first officers were Edgar D. Nininger, president, and Blanch Bowie, recording secretary. Other officers were C. S. Ikenberry, Anna Huff, E. G. Kinzie, A. K. Graybill, and W. H. Swadley. Mr. Nininger served as president for three years and was re-elected for a one-year term in 1914.

Other prominent graduates who served as president of the Association were C. S. Ikenberry, Frank Frantz, J. C. Flora, J. M. Henry, L. C. Coffman, Robert P. Nininger, W. K. Humbert, F. D. Dove, R. P. Jordan, Ira F. Thomas, and Raymond R. Peters. In addition to Miss Bowie, the secretaryship was held by Weta Humbert, Minnie M. Nicar, Lena M. Eller, Sara Dove, Katie Spigle, Bennie Ikenberry, Flora Nininger, Miriam Ikenberry Duffy, Kathleen Ikenberry Garst, and Mary Crumpacker Garber.

The Association was active in numerous projects on the campus and among the alumni. Perhaps its most significant contribution was in the sponsorship of the gymnasium-auditorium in 1912.

The Association was affiliated with the Bridgewater College Association, May 30, 1928, and the general alumni association took the name of Bridgewater-Daleville College Alumni Association.

The Blue Ridge College Association was formed June 1, 1904. The first officers were E. Jay Egan, president, and Rachael A. Roop, secretary. Other officers were R. J. Brandenburg, Anna Eppley, Sadie Stutsman, and Stella Smith. Mr. Brandenburg succeeded Mr. Egan as president

in 1905. Others who served as president of the Association were S. Marie Myers, George Roop, H. H. R. Brechbill, M. D. Anthony, Harry B. Fogle, John E. Dotterer, Olive Maust, James Fraser, William Parish, Charles E. Resser, McKinley Coffman, and Berkley O. Bowman.

The secretaryship of the Association was, in addition to Miss Roop, held by Sara E. Price, Margaret Harlacher, Edna Buckey, Grace Zumbrum, Blanche Bonsack, Eva John, and Anna Roop.

The Blue Ridge Association, like the other associations, sought to create fellowship among the alumni of the College. It promoted an annual alumni reunion and banquet, gave its support to the Trustees in their plans for development of the College, and created certain endowment funds mainly as scholarship funds.

The Association never officially affiliated with the Bridgewater-Daleville Association. It gave encouragement and support, however, to the consolidation movement and its members generally accepted membership in the new association.

The contribution of hundreds of alumni from all of these colleges to the Development Program in 1954-55, amounting to approximately $104,000, is a demonstration of the loyalty of the men and women who hold Bridgewater degrees and regard her diploma as a passport to positions of trust and leadership.

One of the most significant features of the alumni program in this decade has been the steady expansion of local alumni chapters throughout the country and the enthusiastic support of this movement by friends, former students, and graduates. This has resulted in a united fellowship among the alumni of Bridgewater, Daleville, and Blue Ridge colleges, and in helpfulness to the cause of Christian education

which these colleges in their ministry have so ardently represented.

There has been an increasing devotion to Bridgewater College on the part of its own graduates as they have sent their children to the second and third generations back to their Alma Mater for their education. The graduates of Daleville and Blue Ridge colleges have more and more come to recognize Bridgewater as their own College, and a vital and effective fellowship among these College families has been developed in the spirit of co-operation and cordiality. Year by year the efforts of the past emerge into a more promising future in which the alumni, teachers, Trustees, and benefactors of all these schools have had a significant share.

The spirit of the alumni is reflected increasingly in the new generations of students as they seek admission to the Bridgewater fellowship and opportunity. They come and go, not in the spirit of bigotry or narrow pride in their institution, but in humility and in gratitude for the chance which they have found in the College. Their typical devotion was admirably expressed in the session of 1954-55 as the student body of fewer than five hundred gave $16,000 toward the proposed health and physical education building.

In the session of 1945-46, a little poem, written by an inspired freshman girl, also reveals student loyalty that rises to heights of sentiment in eloquence and beauty. As she entered the town for the first time, the giant arrow, hanging above Main Street and pointing the way to the campus of her future Alma Mater, caught her attention and imagination: "An arrow points up a friendly-like street," leading to "the worn, still faithful, brick structures—Bridgewater College, . . . drenched in music and with whisperings" of success, of security, of happiness, and of life. She

sees the professors lifting a ringing phone or piloting a student to "an open door" in the spirit of love. She muses:

> Deep-thinking, culture-loving people
> Have lived in these ancient buildings;
> Have breathed long breaths of satisfaction,
> Fulfilling overpowering desires to learn.[2]

THE COLLEGE SERVES THE CHURCH

Bridgewater has rendered a lasting service, not only to the Church of the Brethren, but to all other religious bodies. Its doors have been open without discrimination to all young people eager for an education and every effort has been made to encourage them in loyalty to their own faith.

The College furnishes an ideal setting for religious conferences of every description and has throughout its history offered its facilities freely for such gatherings. This special outreach to the Church was inaugurated in 1892 by President Walter B. Yount as he established the annual Bible Institute on the campus, which later was known as the Spiritual Life Conference and has been held consecutively for sixty-two years, with the possible exception of one or two years when interrupted by epidemics and by war. This movement has touched religious groups without distinction and has brought to the College community some of America's leading ministers and educators.

The summer conference program of 1955 was typical of this important ministry to the churches of Virginia. It included the Conference of the Women's Society of Christian Service of the Methodist Church, the Women's Work Spiritual Retreat of the Church of the Brethren, the American Christian Ashram of the Southeastern Area under the

[2] "The Road Which Leads to My College," by Mary K. Ogden, *B. C. Bee,* issue of December 6, 1946.

auspices of the Department of Evangelism of the National Council of Churches, the Regional Children's Workshop, the Southeastern Regional Conference of the Church of the Brethren, and numerous other meetings of boards, committees, and miscellaneous groups related to the work of the Christian Church.

The American Ashram was first held in July 1950 and has been held on the campus annually since that time. Each of these conferences was conducted by E. Stanley Jones, the world-renowned missionary and writer.

Another significant religious group to use the facilities of the College during the summer has been the Conference of Religious Education Teachers of the Public Schools of Virginia. This movement was sponsored by the Virginia Council of Churches under the leadership of Minor C. Miller, executive secretary of the Council and professor of religious education in the College.

A leader in one of these conferences in 1941 left the following lines anonymously on a classroom blackboard in tribute to the College as a setting for spiritual growth and fellowship:

> Whence comes Bridgewater's peace?
> River's laughter, mountain's smiles;
> Soft caress of flowing breeze;
> Gardens, praying in grim aisles;
> Green draperies, flung on rolling leas:
> Is this Bridgewater's peace?
>
> Whence comes Bridgewater's peace?
> Pleasant these; but deeper still
> Rest the calm on all her days,
> The sharing heart and yielded will,
> Guided straight by truth's clear rays:
> Thence comes Bridgewater's peace.

The Seventy-fifth Anniversary

President Warren D. Bowman and his associates planned for a significant celebration in 1955 in commemoration of the seventy-five years of service by Bridgewater College. The celebration centered in a special convocation which was observed March 27 and in the final exercises of the seventy-fifth commencement on June 6.

The special convocation was addressed by President Henry H. Hill, of George Peabody College, and United States Commissioner of Education Samuel M. Brownell. At the Anniversary luncheon in the Rebecca Hall dining room, the speaker was Theodore A. Distler, executive secretary of the Association of American Colleges. Other exercises were observed at which the speakers were President W. T. Sanger, of the Medical College of Virginia; Superintendent A. C. Flora, of Columbia, South Carolina; Walter S. Flory, Jr., of the University of Virginia; Ruth I. Cline, of Eastern Illinois State Teachers College; Raymond R. Peters, of the Federated Churches of Dayton, Ohio; President Calvert N. Ellis, of Juniata College; and President Warren D. Bowman, of Bridgewater.

The seventy-fifth commencement of the College was celebrated June 6, 1955. Degrees were conferred on fifty-five young men and women. The formal celebration of three quarters of a century of service to religion and education by Bridgewater College was concluded in an address by Colgate W. Darden, Jr., former governor of Virginia, and president of the University of Virginia.

Retrospect and Prospect

Bridgewater considers 1880 the year of its birth, but its roots go far back into the soil of the past. The Spring Creek Normal and Collegiate Institute, the forerunner of

the College, was in reality a revival of the movement which, under Brethren leadership, had established the Cedar Grove Seminary at Broadway in 1859. This enterprise, abandoned by the Brethren under the persecutions of the war between the North and the South, was an embodiment of the passion for education which later gave rise to Bridgewater College and to other educational efforts which followed among the Brethren in the South. The spirit of enlightenment, held in suspense among the Brethren for many generations, is an eternal passion of the human spirit. It breaks out like a forest fire in unexpected and widely scattered places, until at last the whole countryside is flooded with its warmth and light. Like a perpetual flame, it never goes out; it may be suppressed, but it cannot be quenched.

This passion for learning, in retrospect, was but a flickering flame at the Cedar Grove Seminary at Broadway. It smouldered for two decades and then broke out again in stronger and clearer brilliance at the Spring Creek Normal and Collegiate Institute in 1880. Sparks from this same fire flamed up again in Linden Seminary at Hagerstown, Maryland, and in the Mountain Normal in Floyd County, Virginia. It came to a faint glow in Washington County, Tennessee, in the proposed Leesburg Seminary. Then it broke out at Brentsville, Virginia, in the Prince William Academy, where it burned unsteadily for a while, and then blazed into a brighter glow at Nokesville in Hebron Seminary. It came into full flame in Botetourt County, Virginia, and in Carroll County, Maryland, in the Botetourt Normal and the Maryland Collegiate Institute, and finally into Daleville and Blue Ridge colleges.

All of these institutions were born of a common passion for learning and enlightenment. They were administered in a common pattern and guided by common pur-

poses. They were, in an amazing degree, inspired by a small group of common leaders, many of whom had been childhood friends and fellow students, and associates in the affairs of the Church. These schools struggled against heavy odds and nearly all of them were compelled to close their doors as separate institutions. But the light did not go out. Rather, they merged their life and resources into a mighty beacon of truth which continues in 1955 to pierce the darkness of man's ignorance and points the way still to the mind of God.

At the end of three quarters of a century the purpose and aspirations in education which have stirred the Brethren people in all these decades are channeled into a single institution, Bridgewater College. It is heir to all that has gone before. Located on a beautiful campus by the side of North River, it is housed in a plant of which its friends and alumni may be justly proud. Its campus of one hundred fifty acres and its plant of more than thirty buildings constitute a worthy embodiment of Brethren effort and sacrifice during three quarters of a century. Bridgewater's greatest achievement and her strongest asset adhere in her alumni family of seven thousand "sons and daughters," including those from Daleville and Blue Ridge colleges. She can take appropriate satisfaction in that during these seventy-five years she has conferred one thousand six hundred eighty college degrees and has made a lasting contribution to the Church, the nation, and the world.

Reporting in June 1955, the officers of the College reveal an annual operating budget of $400,000 and permanent funds of approximately $600,000. The plant is valued at $1,200,000 and its total assets are appraised at slightly more than $2,000,000. Gifts from all sources amounted to $169,000, which is the largest amount ever received by the

College in any one year. These reports also reveal a student body of five hundred choice young people and a total staff of seventy-five dedicated men and women.

This college enterprise, which we have now followed in its development from a simple beginning in 1880, has had its periods of sunshine and shadow, of fortune and of misfortune. In the beginning, it had no assets except the faith and goodwill of a small company of men and women who had caught a vision of the fuller life. It started in a small rented room, which had served as a country store. It then moved to Bridgewater to the second floor of another country store. Later it moved again to its own first building, to be driven out very shortly by a fire which destroyed nearly all of its physical assets. It struggled on, however, against indebtedness, against scandal, against inadequate income, against depression, and against the vicissitudes of war.

"With deep appreciation for the past, and profound faith in the future, we take our stand upon the ideals and principles upon which the College was founded, and which have made this institution strong and great. These ideals, based on the teachings of Christ, must guide us in the present and the future. We pray that He who watches over the destiny of institutions will continue to breathe upon Bridgewater College the breath of life and lead her even into greater paths of service to mankind."[3]

[3] President Warren D. Bowman, from an address delivered March 25, 1955.

Chapter XIII

BRETHREN EDUCATION IN THEORY AND PRACTICE

Brethren education as conceived and practiced by the schools and colleges of this study was typical in philosophy and in operation of Brethren education in general. There was little variation in pattern and purpose among these institutions except that those of the Western states were somewhat more liberal in academic policy then were those of the South and the East. The driving motive undergirding Brethren education was fundamentally religious. Their philosophy of education was dominated by the conviction that the liberal arts and sciences constitute the background of all genuine education. They subscribed readily to the doctrine that our free society finds its stability, security, and prosperity in the ability of its citizens to think independently and critically, to increase in knowledge and in wisdom, and to serve in places of trust and responsibility with mature judgment and with devotion to the common welfare.

As the Brethren avoided reducing their religious beliefs to a formal and dogmatic statement out of fear of limiting the light of truth, so they refrained from setting forth their philosophy of education in any concise statement. Their religious practices were based on the broad assumptions of the Christian faith as revealed in the teachings of the New Testament and by the free operation of the Spirit of God in the mind of man. In like manner they promoted education and founded schools and colleges on the general

assumption that the spirit of man was subject to nurture and to cultivation by such instruments as could be developed among them for that purpose.

The concept of education set forth recently by a group of eminent educators would have been a familiar language among the Brethren even in the generations of long ago:

> The liberally educated man thinks rationally, logically, objectively, and knows the difference between fact and opinion. When the occasion demands, however, his thought is imaginative and creative rather than logical. He is perceptive, sensitive to form, and affected by beauty. . . . He can use what he knows, with judgment and discrimination. . . . He has convictions, which are reasoned, although he cannot always prove them. He is tolerant about the beliefs of others because he respects sincerity and is not afraid of ideas. He has values, and he can communicate them to others not only by word but by example. His personal standards are high; nothing short of excellence will satisfy him. But service to society or to his God, not personal satisfaction alone, is the purpose of his excelling.
>
> Education, designed to free individual human beings from the limitations of ignorance, prejudice and provincialism, makes sense only in a free society and can flourish only within such a society. . . . Liberal education and the democratic ideal are related to each other in a thousand ways. It is not too much to say that they stand and fall together.[1]

* * * * *

Religion among the Brethren was more a way of life to be practiced faithfully and less a system of belief to be correctly stated. Their emphasis was on Christian duty and not on correct theology. They developed in considerable detail rules to govern conduct but resisted the temptation to write a creed. The New Testament was the norm of faith and practice among them and as such was considered entirely adequate.

They were literalists in the interpretation of the

[1] *General Education in School and College* (Harvard University Press, 1952), pages 20 and 21.

Scriptures, and many of their deductions of a century ago now seem fantastic. On the other hand, some of their tenets reflect rare wisdom. Benjamin Franklin, referring to the aversion of the "Dunkers" to creeds and confessions, regarded it as "prudent conduct" and as a form of modesty among the sects of his day which was "perhaps a singular instance in the history of mankind."[2]

The Annual Conference decisions of a hundred years ago regarding the use of tombstones, rocking chairs, life insurance, and other devices of American progress are amusing; and yet they were not devoid of reason and insight. A recent writer, for example, observes that the Brethren once opposed the use of lightning rods on the grounds of lack of trust in the kindly providence of God. He points out, however, that the lightning rod business is now almost extinct and no insurance company ever gave reduced rates on buildings with such protection.[3]

* * * * *

The Brethren loved the Scriptures, particularly the writings of the New Testament. They were the first in colonial America to offer the Bible in their native tongue to the German immigrants who then streamed from Europe to this new land of religious freedom. They taught the Scriptures to their youth. The Sunday-afternoon meeting devoted to Bible study for the unmarried, conducted by them in Germantown as early as 1740, antedated the modern Sunday-school movement, founded by Robert Raikes in London, England, by nearly a half century.[4] They subscribed to the doctrine of peace and nonviolence. They regarded the human body as God's temple in which His Spirit dwells,

[2] *Autobiography of Benjamin Franklin,* Riverside Edition, pages 190 and 191.
[3] Mallott, Floyd, *Studies in Brethren History,* page 159.
[4] See *Encyclopedia Britannica,* Volume 10, page 209.

and any act or habit which injured the body or lowered its efficiency was considered sinful. Hence, they abstained from tobacco and liquor.

The Brethren taught the doctrine of the simple life as against luxury and worldliness. They practiced modesty and simplicity in attire. They proclaimed the gospel of brotherhood and goodwill and considered class distinction and racial discrimination contrary to the teaching and spirit of the New Testament. The Brethren of the South did not own slaves. They gave priority to the individual and resisted encroachment upon the human conscience by the state or by any other authority.

The Brethren believed in the equality of the sexes. In Christ there is neither male nor female. Their women to this day recognize, by a simply designed piece of apparel known as the prayer veil, the New Testament doctrine of the equality of man and woman in the sight of God. They stood for sincerity, honesty, and integrity of speech in all relationships of life. They opposed the use of the oath in any form as contrary to the teachings of Christ and as an affront to their integrity. Their testimony was simply "yea, yea" and "nay, nay."

The Brethren educators believed that the spiritual and ethical values of their religious heritage should be expressed in their system of education. They believed that the spirit of man must be kept open to the lessons of the past and that to disassociate education from the Church was to cut it off from its roots. They, therefore, operated colleges which were sectarian in their loyalties but ecumenical in their function. It was this characteristic of Brethren education which led Robert L. Kelly, executive secretary of the Association of American Colleges, to refer in 1933 to the

Brethren as a "College-conscious Church" and to the colleges as "Church-conscious Colleges."[5]

* * * * *

The Brethren were practical minded. They were not philosophers and yet they espoused in life great principles of religion, of government, and of education.

The Brethren of Virginia held at least two religious principles in common with Thomas Jefferson: he regarded "creeds as the bane and ruin of the Christian church," and "each one's daily life" as the test of his religion. They were in agreement also with certain of his political principles. The Brethren, with Mr. Jefferson, regarded ignorance as a peril to the nation which finally would succumb only to education. They believed in the honesty of the common people and insisted that the rule of the majority rested, not on force, but on reason and right. Their fathers had suffered even to death under the tyrants of Europe, and they agreed completely with Mr. Jefferson when he declared with his eloquent pen in 1800: "I have sworn upon the altar of God eternal hostility to every form of tyranny over the mind of man."

The Brethren of Virginia, belonging to the German element which migrated south from Maryland and Pennsylvania, were conservative and sometimes reactionary. It was fortunate that some of their early leaders in education came under the influence of the liberal views of Thomas Jefferson and that they should have been so definitely influenced by Mr. Jefferson's university, the University of Virginia, which is now regarded to have been the most liberal university in the world.

Bridgewater, the oldest of the Brethren colleges of the

[5] Article in *Christian Education* by Kelly and Anderson, April 1933, pages 229-238.

South, therefore, came in her infancy under the influence of the educational ideals and policies of the University and transmitted something of that same influence to other Brethren schools established subsequently in Virginia and Maryland.

It may be said with accuracy that Bridgewater, Daleville, and Blue Ridge colleges were religious children of the Church of the Brethren, and in a limited sense academic children of the University of Virginia.

The standards, policies, and ideals which have prevailed and still prevail at Bridgewater College clearly reflect these two streams of influence.

* * * * *

The Church's influence is revealed in regulations prohibiting the use of tobacco and liquor, based on the Brethren concept of the human body as the temple of God. Moderation in dress and opposition to gaudy attire were definitely tenets of the Church, to which the College subscribed. The position of the College on peace and war and its resistance to military conscription and compulsory service in the armed forces were a part of its religious heritage based on the concept of freedom of conscience. The emphasis on the dedicated life and service by young people in the ministry, in missionary service, and in voluntary relief work at home and abroad was also within the pattern of the Brethren faith. In many other respects the College modeled its policies in consideration of its religious affiliation.

The influence of the University upon the life of Bridgewater is revealed in many of its educational ideals and practices. The atmosphere of the College has always reflected the Jeffersonian principles of freedom of thought and its educational policies have been framed accordingly. Liberty

to search out truth is a jewel purchased by the Brethren at too great cost to themselves to impose restrictions upon the minds of others. Professors have been chosen on the principles of academic competence, of loyalty to the great purposes of the College, and of dedication to the abiding values of the Christian faith. Members of the faculty, in the general framework of these principles, have always enjoyed at Bridgewater freedom of thought and liberty of expression in the spirit of courtesy, tolerance, and mutual respect.

When Bridgewater was under inspection in 1924 for membership in the Southern Association of Secondary Schools and Colleges, an eminent educator and scientist of the South served as a member of the visiting committee. One of his main assignments was the College library, which has always been limited in its quarters and by no means impressive as college libraries go. He, knowing of the controversy then prevalent in the South between scientists and Church officials, gave particular attention to the scientific works in the Bridgewater library. He expressed amazement that a college of a small and conservative religious body could be abreast of the times with complete modern reference material in the scientific fields without serious difficulty with the hierarchy of the denomination. He was the more amazed when assured that within the limits of the budget the science professors were trusted by the administration and by the Trustees to select the works which they considered essential to their departments. "Many Church colleges of the South," he said, "envy you your freedom."

The influence of the University of Virginia has been and is revealed in many other respects on the Bridgewater campus. We have seen in an earlier chapter that the founder of Bridgewater College, Daniel C. Flory, was a student at the University of Virginia for three full sessions

prior to the organization of the Spring Creek Normal School. The first president of Bridgewater, Walter B. Yount, was also a student at the University and as such conferred the first Bridgewater degrees in 1891. The second president of Bridgewater, John S. Flory, spent several years on the University campus and held a Doctor of Philosophy degree from there. Three of the Bridgewater deans, C. C. Wright, F. J. Wright, and John W. Boitnott, were Virginia men.

Early alumni who did graduate work at Virginia and then returned to their Alma Mater to teach included John W. Wayland, noted historian; John C. Myers and his brother, Weldon T.; J. Carson Miller, an early teacher and acting principal; Justus Cline, a scientist and conservationist; and the mathematician, C. E. Shull. These beloved and distinguished sons of Bridgewater strongly influenced the life of the College. Among the younger professors who are alumni and who did their graduate work at Virginia are Clarence E. May, W. Donald Clague, and Rufus B. King.

The influence of the undergraduate curriculum at the University in 1880 and the roster of studies carried by Daniel C. Flory and Walter B. Yount, as students at the University, is reflected in the early curriculum of the College.

The educational ideals of the University have influenced Bridgewater in other respects which are perhaps less important. In the early years of the College there was a hesitancy to use the title, "President of the College," as a designation for its chief executive officer. He was, in the pattern of the University, known at first as the principal, and later as the "Chairman of the Faculty." The consistent use of *president* was not established, as we have seen, until 1891.

Other instances of the University's influence are reflected in the system of liberal electives, in the student honor system, in emphasis on sound scholarship, in conservatism

in college athletics, in refusal in the early history of the College to grant honorary degrees, in standards of entrance and of graduation, and in many other respects.

* * * * *

In the broader outreach of education, the Brethren were *advocates of liberal education set in a religious framework*. They established no technological schools; and except for theological training for the ministry and teacher education at the undergraduate level, they have taken little interest in professional education as such. The matrix out of which their program of education emerged was their belief in the priority of personality and of the infinite worth of the individual. Education for them was worth while on its own account and for what it did for those being educated. Their primary interest was not better engineers, or better teachers, but better human beings—human beings responsive within to the voice of God and with a responsible concern for their neighbors' good.

To that end no cultural legacy, however remote, was irrelevant to their purposes. On this premise, the curriculum announced in the newly organized Bridgewater College in 1887 included modern and ancient languages, history, philosophy, the known sciences of that day, and studies in practically all other fields of learning. Likewise, the Bible and religious studies then occupied a central place in Brethren education, and it has been so always.

* * * * *

As a corollary to their faith in the individual, Brethren education recognized the *supreme right of every person, regardless of class, sex, or clan, to the full and harmonious development of his capacities and powers.*

The Spring Creek Normal School in its very beginning declared that the institution was open to "all who had a thirst for knowledge." It further stated that while the school was founded mainly for Brethren youth, a warm welcome was extended to young people of all religious bodies and they should "have no fear" of discrimination or of attempts to proselyte.

Colleges of the Church of the Brethren have struggled valiantly to extend educational opportunity to every student capable of profiting from the college experience, regardless of his financial and economic status. Self-help opportunities have been created beyond measure. Almost every device known to schools and colleges, including scholarships, loans, grants, deferred settlements, waived fees, insurance policies, and installment payments, have been employed to equalize educational opportunity as between the rich and the poor. There are throughout the world hundreds of teachers, ministers, doctors, lawyers, businessmen, and others of every other calling and profession who may well rise up and call these institutions blessed for having opened to them the doors of opportunity without money and without price.

This study has revealed no provision of charter or by-law, no action of faculty or Trustee Board, which established any racial barrier to the educational opportunity which the Brethren had to offer. When the question of racial segregation, which has so recently disturbed Southern education, was presented to the Trustees of Bridgewater College in 1954, they considered it unnecessary to take any action on that issue. They knew of no action of the past which made Bridgewater the institution of any one race. They simply re-affirmed the standing policy of the College, from its beginning, to consider applicants for admission on the basis of their moral character, their desire for knowledge, and

their capacity to profit by experience in college. Whether this policy was established by design or accident, it was at that time rank heresy in Southern education.

Another educational heresy of the Brethren, based on the principle of universal education, was that of co-education. The Spring Creek Normal opened its doors alike to "males and females." That was quite unorthodox in those days, both in Virginia and elsewhere throughout the South. The Brethren, however, never established any school on any other principle.

In 1886, one of the first publications of the Virginia Normal School made the following defense of its policy of co-education:

> Both sexes have the same advantages in the Virginia Normal. We believe co-education to be productive of the best results. The presence of both sexes in the classroom exerts an influence similar to that of the church and the parlor. The young ladies become more decorus and reserved, and the young men, more dignified and cultured.
>
> We aim to develop the nobler traits of character. Students are expected to govern themselves according to the principles of right. We endeavor to make a man of the boy and a woman of the girl.[6]

The Brethren believed that their daughters had minds —minds worthy of cultivation, and that they could travel with dignity and with credit to themselves in the same academic company with their brothers. Their enterprises in education, therefore, defied the traditions of the South, including the University of Virginia, and gave to the state its first current institution of higher education devoted to the principle of co-education.

* * * * *

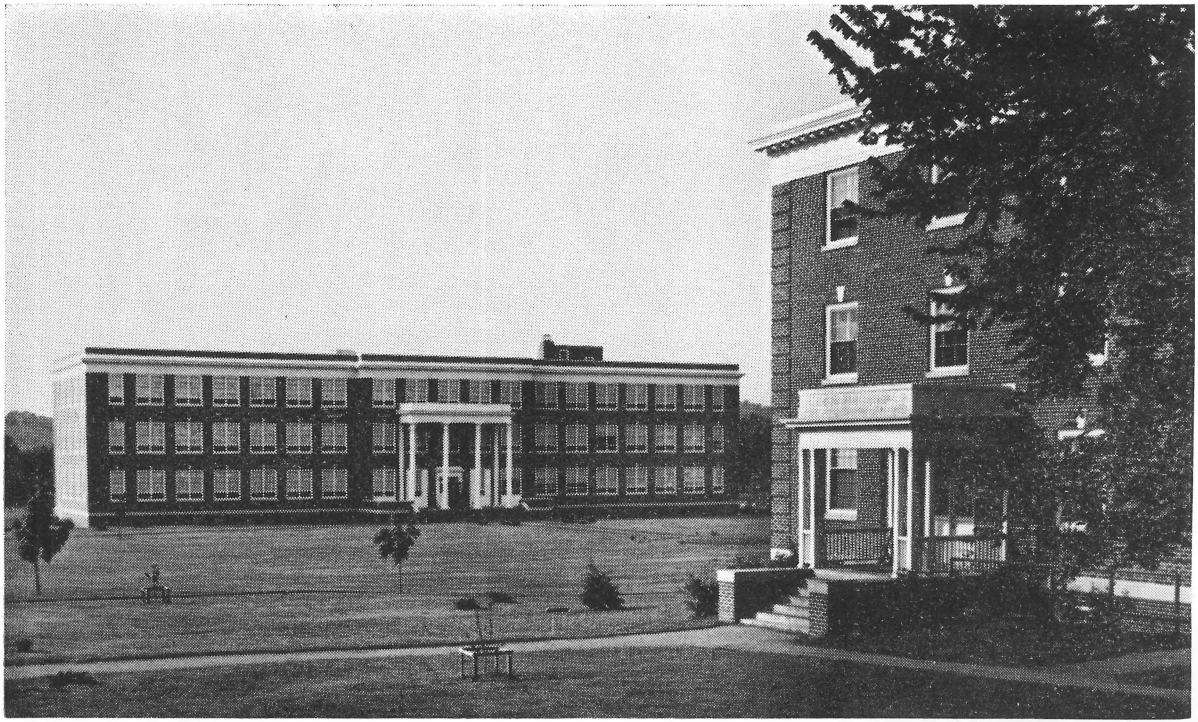
Brethren education was *devoted to the whole man in body, in mind, and in soul.* The Brethren believed that the

[6] Education notes, Virginia Normal School, August 1886, Volume 1, Number 1.

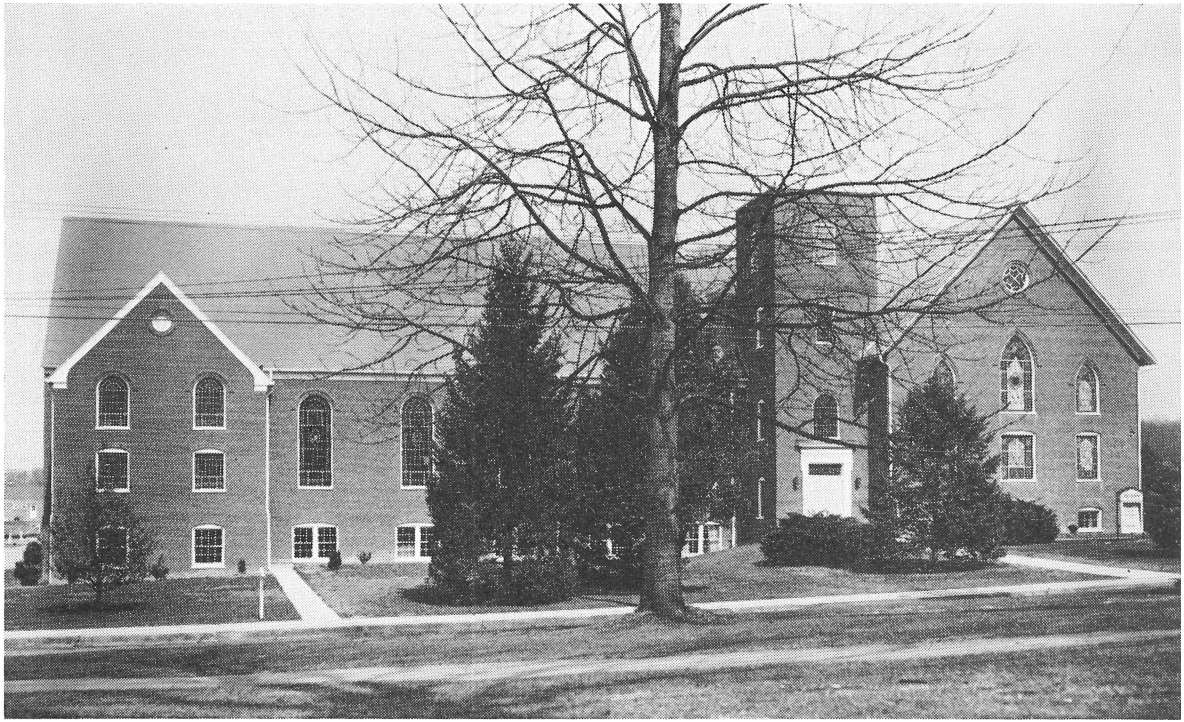
total experience of the student in the college community was an instrument of their purposes. Education for them was not an exclusive affair of classroom and laboratory. It was not a dark and narrow canyon of the mind devoid of the vistas of inspiration and experience of real life itself. Whatever needed to be done for the enrichment of human life and for the improvement of personality was in their concept the task of education as well as of religion. They were under no illusion as to the nature of the passions of human flesh and the temptations of youth. What they proclaimed in chapel and church, they believed, should be implemented in dormitory and on the diamond and gridiron. They were not given to the use of moral blinkers.

The Brethren sought, therefore, to exercise some control over the total environment of students with a view of shutting out of the College community as much of the evil as possible and of including all the good and all the honorable of which they were capable. They established no day schools because the community unit with the atmosphere of home and family best suited their objectives. Hence their schools without exception were predominantly boarding schools. They sought to cultivate the graces of dining room and parlor and to claim as assets the considerations and restraints which normally and naturally inhere in the fellowship and association of the family.

The statement of purpose which appeared in the first catalog of the Virginia Normal announced that "we propose to provide a home, a church and a school" for the youth who come here. They justified their choice of a location at Spring Creek, a small country community, on the grounds that it was far removed from the "vicious influences" of the great city and, therefore, a highly desirable



North Campus, Bridgewater College



College Street Church, Bridgewater, Virginia

location for their purposes. When they later located at Bridgewater, they were successful in having enacted, in 1884, a town ordinance restricting the sale of alcoholic beverages in the town in deference to the youth of the College.

The Brethren institutions without exception provided generous opportunity for the expression of student talents, gifts, and interests. Debate, dramatics, music, publications, clubs, honor fraternities, socials, receptions, teas, athletics, strolls, hikes, outings, and almost every conceivable religious activity provided for social experience and expression as an integral part of college life and of education.

* * * * *

The Brethren were quite aware of the values of Southern life and sought to impart its qualities of culture and refinement to their youth, both men and women. The dignity and the niceties of social life were encouraged both by precept and by example. As a testimony of this emphasis among them, it is recalled that in 1909 the *Baltimore Sun* conducted a contest with a generous cash reward for the best definition of a gentleman. This honor fell to John W. Wayland, a son of Bridgewater, and a young and esteemed member of the faculty. His statement was circulated widely by that newspaper and appeared often in the public press. It was translated into the Japanese and Portuguese languages and circulated in the press of both Japan and Brazil and perhaps of other countries. It was published recently by request in the *Christian Herald.*[7] The true gentleman, as described by Mr. Wayland, has been exalted in many student generations at Bridgewater College and reprints of his defi-

[7] See the *Christian Herald,* September 1955, page 8.

nition have been prized and eagerly sought by students and friends of the College. The statement is here reproduced by permission of the author as a concept of what the College has sought to impress upon the life of its students across these many decades:

> The True Gentleman is the man whose conduct proceeds from goodwill and an acute sense of propriety, and whose self-control is equal to all emergencies; who does not make the poor man conscious of his poverty, the obscure man of his obscurity, or any man of his inferiority or deformity; who is himself humbled if necessity compel him to humble another; who does not flatter wealth, cringe before power, or boast of his own possessions or achievements; who speaks with frankness, but always with sincerity and sympathy, and whose deed follows his word; who thinks of the rights and feelings of others rather than of his own; who appears well in any company, and who is at home what he seems to be abroad—a man with whom honor is sacred and virtue safe.

* * * * *

The founders of Brethren education talked and wrote much of "human talents." The gifts and capacities of youth they considered to be divinely imparted, and they accepted them as a sacred trust to be developed for the maximum service of God and man. It was to this end that the Bridgewater fathers cherished an ambition to conduct an institution, as they repeatedly declared, "equal to the best colleges and universities of the country." They sought not only for minds "disciplined in the art of thinking," but they insisted that the College was merely a place of opportunity where their children could "educate themselves." They did not propose to hand education to them on a platter. The disciplined mind, in their concept of education, was not a ready-made garment but the product of personal and persistent effort. No college could really educate anyone. Education, in the end, was an enterprise of man's own spirit.

The College and its teachers could point the way, but the journey had to be taken alone.

* * * * *

There were, as we have seen, both failure and triumph in this enterprise. When failure, it was one of judgment and not of motive or purpose. The Brethren fathers possessed the power to dream nobly, but their dreaming often exceeded their power to give reality to their dreams. They intended to create fountains of learning in order to do their share in feeding the streams of life in both Church and state with a wise and virile leadership, a leadership with moral and intellectual stamina, able to stand up untarnished by the corroding influences of the world.

* * * * *

The institution, whose seventy-fifth anniversary we now celebrate, has for more than seven decades given priority in education to values which are eternal and to principles which are never outmoded. Statesmen and prophets of our time are pleading for that quality in education today which honors the integrity of the human mind, the infinite worth of human personality, and the indispensability of Christian character.

To be worthy of the academic and spiritual heritage which is ours, we, the sons and daughters of all these institutions, must acknowledge our debt to the living past, and resolve to settle the account in terms of a service which will quicken still the faith of our fathers. That is our divine and our eternal challenge.

Part Five

Appendix

General Subject Index

APPENDIX

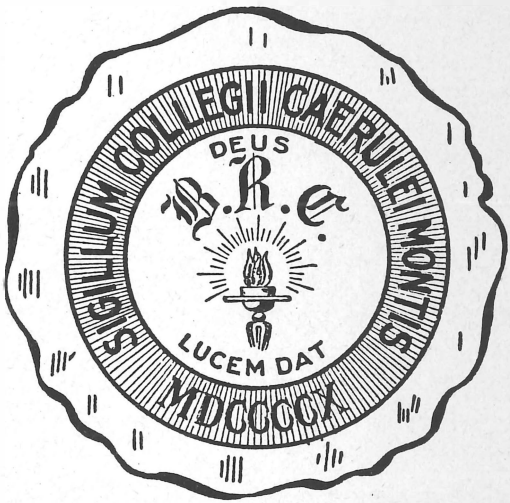
The College Colors

Bridgewater—Crimson and Gold

Daleville—Blue and Gold

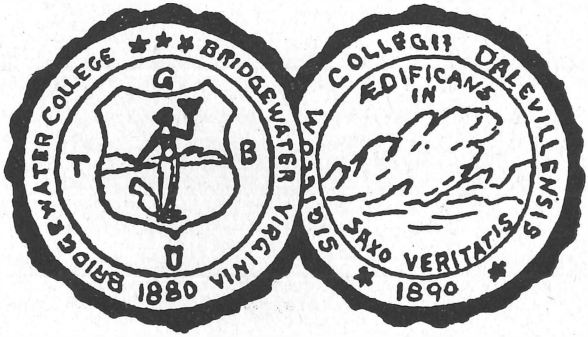
Blue Ridge—Crimson and White

The College Seals



Blue Ridge

Bridgewater

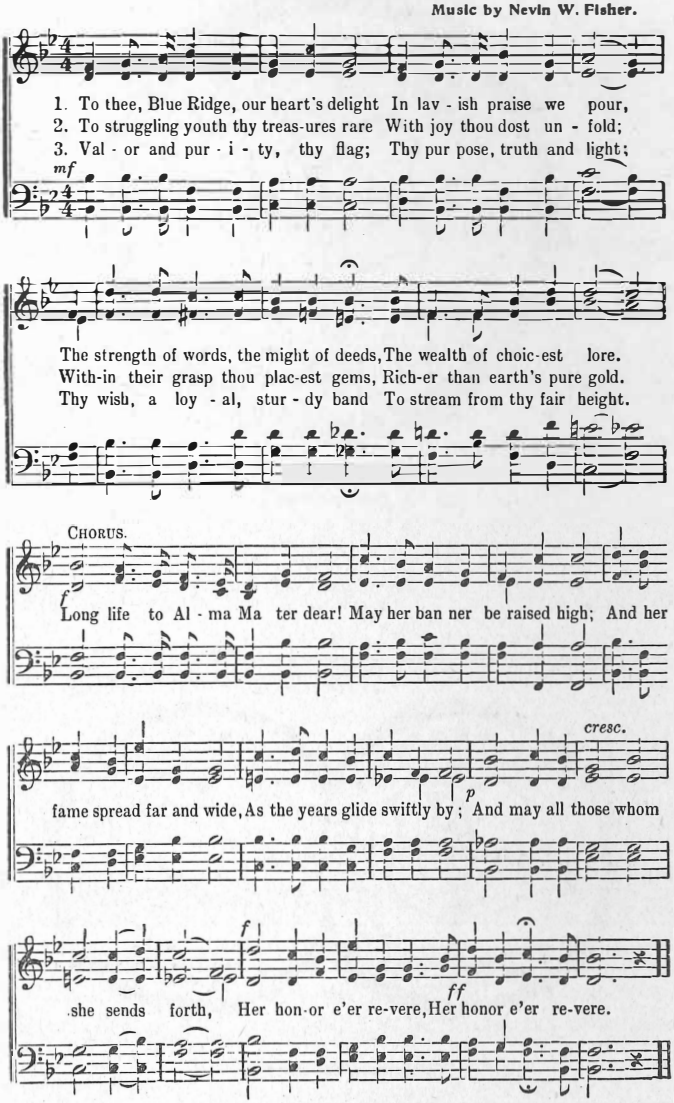


Bridgewater-Daleville

THE COLLEGE SONGS

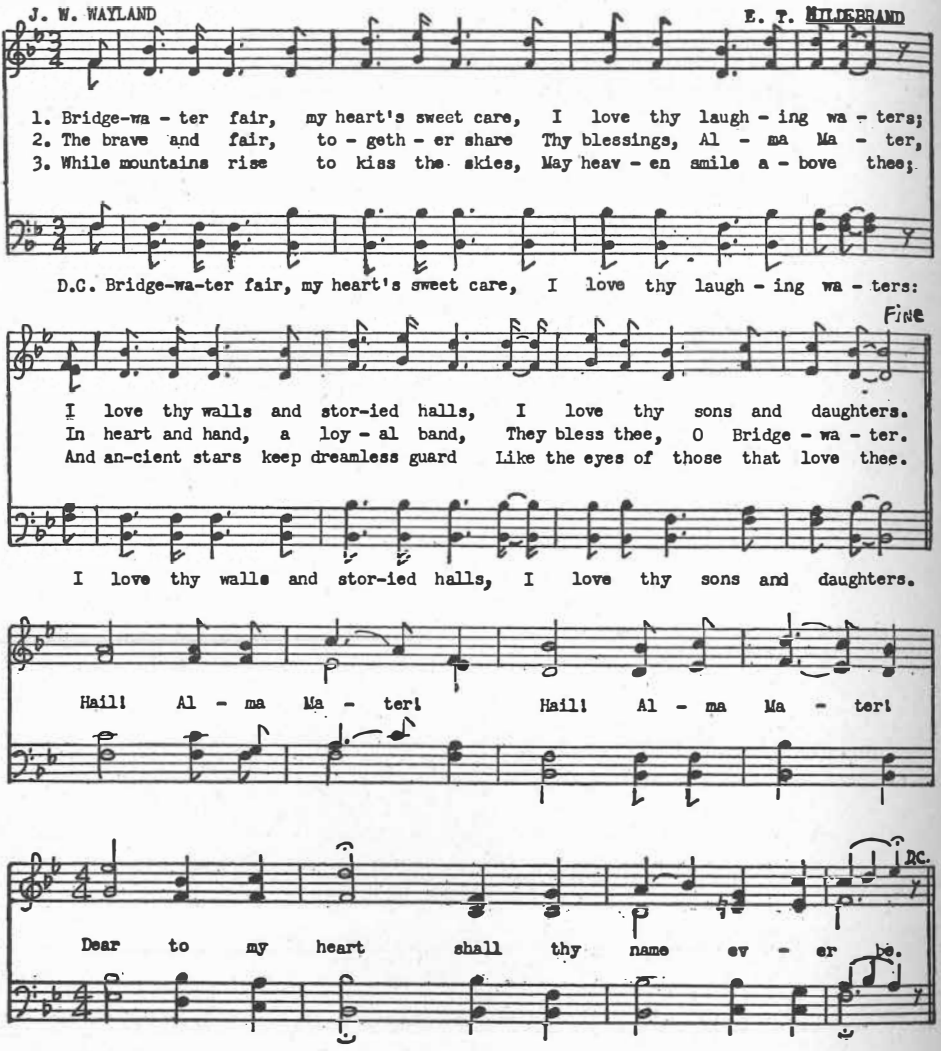
To Thee, Blue Ridge.

Music by Nevin W. Fisher.



"To Thee, Blue Ridge"
Music by Nevin W. Fisher

BRIDGEWATER COLLEGE SONG



"Bridgewater Fair"

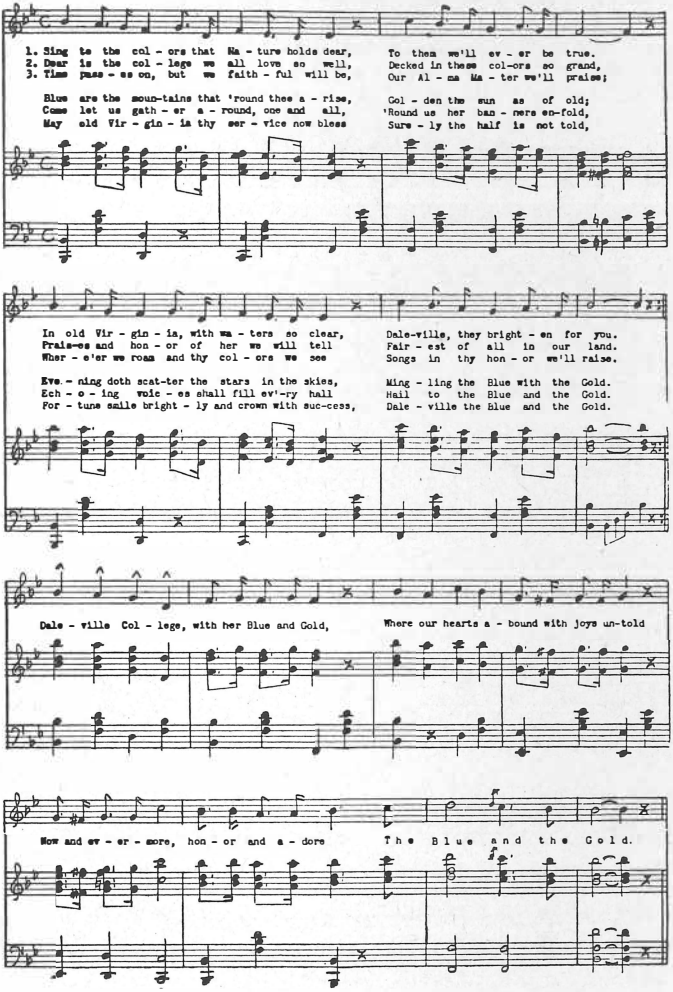
Written in 1902 by John W. Wayland; music by E. T. Hildebrand

The Blue and the Gold

DALEVILLE COLLEGE SONG

Words by
SARA K. DOVE, '14

Music by
C.S. IKENBERRY, '14



"The Blue and the Gold"

Written in 1914 by Sara K. Dove; music by C. S. Ikenberry

THOSE WHO HAVE SERVED ON THE BOARDS OF TRUSTEES OF BRIDGEWATER, DALEVILLE, AND BLUE RIDGE COLLEGES

If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal minds and endue them with principles of right and with a just fear of God and love of their fellowmen, we engrave on those tablets something that will brighten to all eternity. —*Daniel Webster*

BRIDGEWATER COLLEGE*

Annon, Zachariah, 1904-13
Arey, Stuart F., 1916-20
Arnold, Arthur W., 1917-20
Arnold, D. B., 1885-94
Arnold, George S., 1903-31
Auvil, A. C., 1922-27

Bail, S. W., 1926-28; 1944-46
Baker, Daniel, 1880-94
Bane, W. W., 1922
Beahm, I. N. H., 1913-24
Beery, Noah, 1885-94
Bennett, J. M., 1948—
Bixler, E. C., 1930-33
Blough, E. E., 1922-32; 1934-38
Blough, Katherine Flory, 1948—
Bonsack, D. D., 1890-92
Bower, Mark, 1951—
Bowman, John J., 1880-94
Bowman, L. A., 1925-28
Bowman, Price E., 1948-52
Bowman, Rufus D., 1936-37
Bowman, S. I., 1915-32
Bowman, S. J., 1925-32
Bowman, S. L., 1904-25
Bowman, Samuel M., 1905-18
Bowman, Warren D., 1944-48
Brower, E. L., 1880-94

Caricofe, Ami, 1885-94
Carter, L. C., 1942-47
Clayton, Fred, 1945-53
Click, Charles A., 1932
Click, D. T., 1880-94
Click, John W., 1880-89
Click, Joseph, 1883-94
Cline, John A., 1880-93
Clingenpeel, M. E., 1934-41
Coffman, L. C., 1925-26
Crumpacker, W. P., 1925-31

Denton, T. C., 1890-94
Dillon, J. B., 1940—
Dove, J. A., 1925-34
Dove, Frederick D., Jr., 1952—
Driver, Frank S., 1936-50
Driver, Samuel, 1880-93
Driver, Samuel A., 1887-93

Early, George A., 1934-43
Early, H. C., 1892-1904
Eller, Henry C., 1933-34
Eller, J. W., 1883-94
Evers, D. L., 1919-30

Fifer, Jesse S., 1945-47
Fike, Ezra, 1923-42
Flora, B. T., 1929-32
Flory, D. C., 1904-14
Flory, John, 1880-90

* Dates given are as first printed in the catalogs of the various schools.

Franklin, William H., 1885-94
Fry, James A., 1889-1918

Garber, Daniel, 1882-94
Garber, D. Wilmer, 1950—
Garber, John A., 1930-33
Garber, Levi, 1880-90
Garber, Samuel J., 1880-94
Garber, Solomon, 1880
Garst, Henry, 1882-93
Garst, Levi, 1925-27
Garst, S. H., 1925-32
Glick, John T., 1940—
Glick, S. D., 1954—
Gochenour, D. T., 1926-30

Harley, Samuel A., 1949-53
Harshbarger, C. P., 1921-48
Hays, Daniel, 1880-94
Hersch, Orville R., 1944-48; 1954—
Holsinger, Amos S. A., 1943—
Hooker, Olive M., 1949-53
Hooker, Walter R., 1917-24
Hoover, Emmanuel, 1880-87
Hoover, Ferne R., 1954—
Hoover, John H., 1919-44
Hoover, Roy M., 1928-40
Horst, Aaron M., 1931—
Huff, B. W., 1930-31

Ikenberry, J. W., 1925-49

Jordan, Elmer A., 1945—

Kagey, Joseph M., 1906-14
Kendig, E. D., 1880-94
Kinzie, L. N., 1927-32
Kline, J. M., 1938-43

Landis, H. M., 1940-43
Layman, Lowell N., 1933—
Layman, R. G., 1925-32
Leatherman, E. A., 1940-45
Long, Charles E., 1910-15
Long, Malcolm A., 1944—

Miller, A. D., 1951—
Miller, Andrew, 1885-94
Miller, Benjamin, 1880-85
Miller, Clayton B., 1926; 1934-52
Miller, D. E., 1929-39
Miller, Hiram G., 1906-28
Miller, J. Carson, 1896-1904
Miller, John, 1880
Miller, John D., 1917-47
Miller, John W., 1889-1909
Miller, Joseph A., 1882
Miller, Martin, 1880-82
Miller, Peter S., 1882-94
Miller, Samuel D., 1915-32
Miller, Samuel F., 1882-1905
Mitchell, S. Earl, 1951-52
Moomaw, B. C., 1885-89
Moomaw, B. F., 1885-90
Moomaw, D. C., 1882-89
Moomaw, J. C., 1885-86
Moomaw, L. C., 1925—
Muntzing, H. Gus, 1948—
Myers, Isaac C., 1887-94
Myers, Jacob, 1880-87
Myers, John C., 1917—
Myers, S. H., 1880-94
Myers, Walter A., 1912

Neff, B. W., 1889-94
Neff, E. E., 1925-43
Nininger, Nathan, 1882
Nininger, R. Douglas, 1941—
Nininger, William G., 1885-89

Petry, Samuel, 1880-86
Phillips, George A., 1885-93
Poling, H. O., 1954—
Pritchett, John A., 1937—

Reed, Robert A., 1953—
Reed, S. P., 1925-32

Replogle, Jacob F., 1954—
Resser, Charles W., 1937-43
Richardson, T. Simon, 1947-50
Robinson, Paul Minnich, 1949-50
Rohrer, F. C., 1927-33
Ross, J. F., 1914-16
Row, Alva, 1944-45
Row, George, 1940-43
Row, William Harold, 1933-38
Rowland, Harry R., 1931-48

Sanger, S. F., 1880-82
Sanger, Samuel A., 1880-94
Sanger, W. T., 1951—
Sanger, William H., 1911-24
Senger, I. C., 1930—
Shaffer, J. B., 1917-20
Shaver, E. B., 1880-81
Shaver, Herman A., 1936-47
Shaver, Milton H., 1906-11
Shaver, S. A., 1880-94
Sipe, W. H., 1904-09
Smith, C. B., 1929-31
Smucker, S. C., 1887-89
Snell, G. W., 1892-94
Speicher, Henry, 1930-49
Speicher, Ross, 1950—
Strickler, Virginia Garber, 1936-53

Thomas, Chester A., 1931-32
Thomas, G. W., 1890-94
Thomas, Jacob, 1880-87
Thomas, Peter S., 1910-29

Valentine, T. F., 1928-32
Varner, Hamilton, 1880-81

Wampler, Charles W., 1936—
Wampler, David, 1887-94
Wampler, Guy E., 1953—
Wampler, John M., 1905
Wenger, John A., 1899-1905
Wenger, Levi A., 1880-90
White, John B., 1933-37
Wine, William E., 1951-55

Yount, Daniel, 1880-82
Yount, Samuel, 1890-94
Yount, Walter B., 1880-1904

Zigler, David H., 1905-10
Zigler, Howard S., 1936-50

DALEVILLE COLLEGE

Aker, R. T., 1905-17

Bowman, Levi, 1917-24
Bowman, S. J., 1912-24

Coffman, L. C., 1922-24
Crumpacker, E. C., 1924
Crumpacker, Samuel, 1900-14
Crumpacker, W. P., 1914-24

Denton, T. C., 1897-1914
Dove, J. A., 1897-1924

Elgin, William, 1905-17
Eller, D. N., 1897-1914

Flora, B. F., 1905-10
Flora, J. Alfred, 1915-17

Garst, Levi, 1915-24
Garst, Monroe, 1906-15
Garst, Samuel H., 1917-24
Graybill, M., 1897-1906
Griffith, John, 1917-20

Henry, J. M., 1916-20
Hooker, I. T., 1920-22
Hylton, C. D., 1900-11

Ikenberry, J. W., 1916-24
Ikenberry, L. D., 1897-99

Jones, S. P., 1917-20

Kinzie, L. N., 1920-24

Layman, G. W., 1901-17
Layman, R. G., 1905-24

Miller, P. S., 1907-17; 1920-24
Moomaw, L. C., 1923—

Nininger, B. F., 1897-1924

Reed, S. P., 1917-24

Shaver, John, 1916-24
Shaver, S. L., 1897-1912

BLUE RIDGE COLLEGE

Arnold, George V., 1918-36

Baker, Daniel, 1921-24
Bixler, Edward C., 1921-37
Bixler, Uriah, 1902-12
Bonsack, Charles D., 1907-21
Bowman, Joseph, 1930-36
Brandenburg, R. J., 1917-19

Coffman, Charles D., 1936-37

Dotterer, David R., 1930-33
Dotterer, William, 1908-12
Dove, J. A., 1931-32

Early, George A., 1925-37
Early, S. P., 1929-30
Englar, G. P. B., 1933-37
Englar, Herbert G., 1914-20
Englar, J. Walter, 1907-08; 1911-35
Englar, W. P., 1911-12

Fike, Tobias S., 1920-22
Flory, John S., 1934-37

Garber, John A., 1923-37
Getty, Walter, 1924-32
Green, J. T., 1920-21

Harshman, Upton V., 1914-17
Hicks, E. Russell, 1934-35
Horst, A. M., 1924-34

Leatherman, J. C., 1912-21

McKinney, Robert L., 1933-37
Murdock, R. Bruce, 1915-20
Myers, John C., 1933-34

Prigel, J. M., 1930-37

Resser, Charles E., 1924-29; 1936-37
Roop, William E., 1899-1902
Rowland, Elmer S., 1935-37
Rowland, Harry R., 1923-37

Scrogum, Arthur, 1930-37
Sensensy, John E., 1899-1912
Sines, A. L., 1924-30
Smith, R. Paul, 1935-37
Snader, Abram P., 1911-25
Speicher, Harvey J., 1924-28
Speicher, Henry, 1930-37
Stoner, Annie R., 1906-07; 1912-33
Stoner, Jacob, 1903-06
Stouffer, Ephraim, 1899-1903

Thomas, Franklin, 1922-25

Walker, J. Calvin, 1912-15
Wampler, Amos, 1899-1907
Weybright, Jesse P., 1916-37
Weybright, John S., 1899-1916
Wine, William M., 1911-12; 1924-29
Wolfe, Marshall R., 1930-37

GENERAL SUBJECT INDEX